Decoding the Secret Science of Current Conventionally Constructed American-English-Speak-Write

Matt Montana, PsychoPharmaPist69, HopeBringer

*Rexulti, add one AD to another. 62% improve symptoms! Build on your progress with your first AD!

*I sat and thought about it for a minute, realizing that they just changed the anti-biotic… after the ultrasound. But they wouldn't know the type of bacteria from the ultrasound. Really, they knew the name of the bacteria days ago, and just admitted that the two they've been using (pics in phone) they've been alternating between… perhsp 2-3 times a day each, were not very effective for THIS strain, so they gave me a more specialized one, which "targets this one".

*Nothing is Everything. English teaching

*bare-backed

***How words could be used to facilitate the no-numerical-money world, *play with thisone a bit*

"There are some teachers who decide they won't teach at all because of what society will do with what they've found."
– Joseph Campbell

"If I abuse you in a language you don't understand with a smile on my face, you will think I'm saying sweet things to you"
-Sadhguru

"Sticks and stones may break my bones, but words might fucking kill you."
-Me

"If you were literally exactly me right now, my being, experiencing all the experiences that I experienced until this moment, sensing and perceiving everything exactly as I had, you would have behaved, would behave, and will behave, the exact same as me, because you would *be* me. Incidentally, if I were literally exactly you right now, your being, experiencing all the experiences that you experienced until this moment, sensing and perceiving everything exactly as you had(or is it "have"? – wtf why am I confused?), I would have behaved, would behave, and will behave exactly the same as you, because I would *be* you.
-Me, but now replace "would" with "might" and one might observe one of the powers of language in effect.

-"What you said is not as important as what you meant."
-Star Wars, the Holiday Special 1978

Cover ideas: the oddest phrases written all over, a ying yang through the title, so it's inverted colors in both

The Wise ask the Why's!

The lowest dose of anything is imperceptible. The highest dose is death. Is it what might be found in the middle that might interest you? It is the dose that makes the poison.

Learn their language. Control their communication. Control the language of communication. Control the populace.

My greatest wish, is that by explaining English as I have observed, experienced, and since expressed it here and elsewhere, others might be able to enhance their ability to perceive perspectives outside the "self".

QUESTION EVERYTHING, EVERY TIME, ALL THE TIME,
ALL WAYS!!!

A note that I believe to be worthy of sharing before continuing…

With all the misinformation and hidden knowledge out in the world today, how do you know if what you read – whether it is in this book or in any piece of text on the internet or otherwise – can be trusted? Who or what might have trancelated this transmission that you are reading right now? How do you know if you can believe what is contained in this book that I wrote and compiled? How do you know it was not modified outside of my (the author's) knowledge? Who or what might have modified it? Why? What benefits would the modifying Group of individuals have for modifying it? Remember, the world economy (including the information that circulates throughout it) still functions on competitive capitalist consumerist system – and it would benefit those who control the highest levels of society to not have the observations that I elaborate on to be seen in order to keep monetary profits increasing.

For evidence of this "high-level global dishonesty," if you can, I ask you to try to think about this next point with me as I express it here: I dislike the idea that getting a "formal education" here in the United States means that you are forced to accept that we are sitting on a spinning sphere that rotates at 1,000 miles per hour, or 460 meters per second (for frame of reference, one lap around a standard runner's track is 400 meters). This might be possible, if it were not for the fact that, when one looks up in the sky at nighttime, one sees the stars seemingly frozen in position. Now, I am going to ask you to really think about this next question: HOW are the stars not whizzing by like little flies as the earth is allegedly moving on its axis? Watch this YouTube video of the earth rotating as it spins around the sun:

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If that question doesn't cause you to ask some bigger questions, here are some other ones:

ASK SOME BIG QUESTIONS. STACK THEM UP

Did you ever wonder where the "trash" goes, and by goes – I mean, where does the piece (or pile) of "trash" go?

Before some of you start complaining, "Is this another flat earth advocacy book!?" or, "Is this just another conspiracy theory compilation!?" No, it is not, but I just wanted to give you something to think about to cause you to question everything around you. If you want to stop reading now, it is okay. I can understand. I unknowingly and unconsciously evaded honest-intended education for a long time. Perhaps you are afraid of just how rapidly and intensely the reality of what you *thought* you knew might dissolve for you. Just know that I am here for you, even if you have never interacted with me directly. I will always love you – whoever you are – and I hope you continue reading this and enjoy the perspective that I provide. Peace to you always.

Move this

Here is spiritual teacher, Teal Swan, describing her experiences to life and how she reacted to them:

People have criticized her, fairly heavily and with quite a limited-perspective, discussing her feelings and beliefs about her personal relationship with suicide. The way I see it (the way eyes see it), Teal is speaking as honestly with the English that she has experienced so far will allow, about how she has survived that experience. When criticisms like this happen, it PROJECTS AND BROADCASTS A MESSAGE THAT TALKING OPENLY AND HONESTLY TO A COMMUNITY OF PEOPLE ABOUT PERSONAL STRUGGLES IS A "BAD" THING!!! By making her look like the "Bad guy", others have undoubtedly kept themselves, and their personal struggles in life, hidden and/or repressed. This definitely resulted in more suicide. I know that seeing her projected this way made me feel sad. She has countless free videos but, just like all of us, still ___ in fucking capitalist American society. Why don't they let teachers go from the chains of all the bull shit? To try to make us look bad? Why? Is it still necessary at this point? After everything? What else? What will it take? The definitions to your words (and laws, and well… everything you say) changed every day. How could you ever be believed or trusted? I started getting angrier and more vocal about that anger near the end of this purple paragraph

My perspective added ++ And after everything, they use all your shit (see *shit below) against you. They use your fecal matter. They use the shit they got on you. They use the shit you generate/make,

With the given information and what you think you know about the life you live, you are probably asking yourself – why might you even consider trusting what I wrote, over what modern "science" and "education" has told you? As evidenced by my publishing history, I do not charge any money for the books that I right (See the links to my Reddit profile, MasterHorus333: https://www.reddit.com/user/MasterHorus333/, or my Archive.org account, mattmont415: https://archive.org/details/@mattmont415, where my two books and other writings have been posted and published), and everything I have included in this book was and is intended to be as honest as the English language that I have learned and modified so far might allow (There are likely occasional accidental and unintended errors in this book! I hope this does not dissuade you from progressing further as you might discover them). Perhaps intriguingly, the dominant reason why I compiled this third book in the first place is so that the English that I use when writing the *fourth* book (which is what I believe will be one of the most globally impactful books ever written) might be understood from a perspective closer to the one I observe life from.

Written language, by nature of the way it is instructed to be read, often has projections of the *reader's* experiences, intentions, beliefs, and feelings on the *writer's* text. To try to more coherently and consistently "bridge the gap" between my overall perspective, which comprises my experiences, intentions, beliefs, and feelings, and yours, this third book might result in an increase in the understanding of the written language that I use, so that you can have an even greater depth of understanding if and when you choose to read the fourth book.

As an example of what is to come, to show you how and why I elucidate English in a way that most people might not often think about, I am going to explain *why* I wrote what I just did in the above paragraphs – sentence by sentence. This will give you a little preview of how I intend to take apart the English language as you go on throughout this book.

I hope that you never forget that while you pick this book up to read, or if you listen to my voice, words are

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(They call two consonant-starting words an alliteration

*****Why is the immitation of foreign accents often made to be comedic here in the United States? It is done consistently in television (wall screen light transmitters) shows (performances provided by those who read the scripts of others for the, what is claimed to be, dominant purpose of entertainment for those outside of the Controlling Class of individuals who operate the world), movies, and in conversations in various places. though it probably will continue to be through the education of other languages, but only as a way to bridge the gap between those who know so few languages (mostly those whose early education (years [periods of 365 days (a 24 hour [60 minute] unit of measure)] 0-10) was predominantly American English), and those who

Besides (what the fuck is it with that word?). And, "I'm quite beside myself" to indicate one is experiencing perceptibly "negative" (anger, sadness, pain, agitation, frustration, or any other emotion that mitigates strength of life),

Just think about the people who write the education books AND lesson "plans" (scripted hidden-enslavement-speak dictations that

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As far as I know, it is uncommon for authors to take their writings and explain it line-by-line, but my thinking is that if you do not see the reason why I wrote what I wrote, what is the point of even writing it in the first place? To set the voice of this passage, try to picture someone presenting this information with a tone of calculated concern, with the desire to share important information urgently, but not without tones of anxiety. After I started writing several pieces of this book, I found it prudent to include this as a kind of "foreword" so that the reading my better understand my core motivation and background thinking while writing this book.

Yes. I used red-colored text intentionally – as I know it can be attention drawing and eye-grabbing (like the text is literally grabbing hold of your eyes) and . Also, note that word placebo is so powerful.

Additionally, I believe it would be helpful and useful for authors and writers who really wanted to convey prudent information and share it with others, to give more of a back

"An important note worthy of thought before continuing…" –This first line is meant to catch attention and spark an interest to continue reading, as I believe what I wrote is necessary to read before progressing.

"With all the misinformation and hidden knowledge out in the world today, how do you know if what you read – whether it is in this book or in any piece of text on the internet or otherwise – can be trusted?" – I believe this is a valid and crucial point to bring up. Having traveled the United States by car, visiting 50 different "major" cities in seven weeks back in 2021, I discovered that much of what is presented on the mainstream news sources is heavily opinionated, exaggerated, or downright false.

"Who or what might have trancelated this transmission that you are reading right now?" – Using the neologism (created word) "trancelate" is meant to urge you to think about why I might do this. Those who arguably hold the most power are those who translate news and information that is viewed by the majority population (both local and global). If information is translated a certain way, it could people in a "trance", in that those who observe this information are not told the truth, and could be sedated by lies. This question was also to get you to question where the information comes from that you get – and who or what puts it out there.

"How do you know if you can believe what is contained in this book that I wrote and compiled?" – While it is true that what I wrote is intended to be as honest and true as I can communicate, it would be virtually impossible to know if the information that I originally compiled made it to you, the reader, untouched.

"How do you know it was not modified outside of my (the author's) knowledge?" – This is just a rephrase of the above question to encourage an alternate perspective of curiosity.

"Who or what might have modified it? Why? What benefits would the modifying Group of individuals have for modifying it?" – These are perhaps the most important questions that can follow after questioning the accuracy and validity of presented information: WHY WOULD SOMEONE WANT TO PRESENT DISHONEST INFORMATION?

"Remember, the world economy (including the information that circulates throughout it) still functions on competitive capitalist consumerist system – and it would benefit those who control the highest levels of society to not have the observations that I elaborate on to be seen in order to keep monetary profits increasing." – To provide evidence for my point that those who present information to you may not be presenting honest information, I am here encouraging you to look at the state of the world at the moment, given what has been discussed and observed. Even if you do not believe that there is an "all-powerful" Controlling Class of individuals who orchestrate the activities of the world, you do know

that there are corporations who are essentially power-driven businesses that control almost everything that everyone does at anytime, even if it is not obvious to the average observer. How do you think these corporations achieved their billions of dollars? By expressing honesty and showing kindness and compassion to everyone? No. They made sacrifices that involved dishonesty, deception, misinformation, concealed suffering, and bribery, under the veiled-justification of "capitalism." Most consumer products that you use, if you are American, likely come from the enslavement of people in other countries. This truth might be painful, if one really sits down to grasp the magnitude of it, but I believe it is necessary to share this information with as many people as possible.

"For evidence of this "high-level global dishonesty," if you can, I ask you to try to think about this next point with me as I express it here: I dislike the idea that getting a "formal education" here in the United States means that you are forced to accept that we are sitting on a spinning sphere that rotates at 1,000 miles per hour, or 460 meters per second (for frame of reference, one lap around a standard runner's track is 400 meters)." – With this next point, I feel like I might have some people discontinue reading, purely because they do not feel like questioning the reality that they have come to accept and embrace, but if they do not feel like reading past this contemplation, then perhaps they will not appreciate all that is involved in this book! One individual that I met got me really to question everything around me – my reality at large – and everything that I had previously been taught. He would say things like, "Why, if the earth is spinning so fast, do the stars not whiz past? Why are the moon and the sun seemingly the same diameter in the sky? Why are there so many "doublespeak" words (words that have the same sound but multiple meanings, like 'hour' and 'our' or 'to, two, and too' or 'would' and 'wood'?" The "seeds" that he planted (as I like to call them) in my mind, caused me to reflect and inquire about everything around me in my formerly "accepted" reality. I hope I was able to encourage you to *at least* question some of what you were told throughout your life.

"This might be possible, if it were not for the fact that, when one looks up in the sky at nighttime, one sees the stars seemingly frozen in position." – Now, before continuing to the next statement, I want you to think – really think – and even go outside and look at the stars in the sky. If you draw an invisible line from yourself to the stars up in the sky, they would have to be spinning at an incomprehensibly faster speed than the earth is turning (at the above stated, 1000mph/460mps) in order for them to appear frozen in the sky as they are. If you don't believe me, go out and check the next few nights. The stars should be in relatively the same spot, but perhaps a little bit moved over each night.

"Now, I am going to ask you to really think about this next question: HOW are the stars not whizzing by like little flies as the earth is allegedly moving on its axis? Watch this YouTube video of the earth rotating as it spins around the sun:"

""I h
***Having "Jedi-like" mind "trick" power, is just being able to weave words together fancifully and concisely enough to make things happen that the other party has not been able to foresee as a possible and probable
***Adverteyezing is just cleverly distributed art in some fashion, that is "Free" of monetary "charge" in some cases,
        -Is it charged up with money? Or charged like you pay a charge (fine/fee).
        -
***Thing going around internet while back, "you don't exist" – Trying to "kill our egos" and make it seem like a desirable experience of "enlightenment"
"Winning Games Scientists Play"

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Cloud Zapping – Removing Ideas, People… Anything – Or Creating and Altering Ideas, People… Anything.

One might have said, "Control Communication, Control Everything."
This statement might forget (fail to acknowledge) that Communication itself, had an origin.
This statement would be better amended to say "Control the Education of Communication, Control Communication, Control Everything."
Suddenly the new factor is Education. We can simplify this statement (Why would we want to complexify it!?) now to say, "Control Education, Control Everything."
After those statements, I desire for you to contemplate this: "How might you ever determine how to decipher this message without having had someone teach you?"
This allows for another amendment (something those who created the laws in the United States adored doing – amending) to our statement about **complete control over everything**: "Control Knowledge and Information, Control Education, Control Everything."
Again, this can be reduced (another word those who created and maintained the current system of outsourced slavery like to use when discussing the liberties of others), to a very simple statement:
"Control Knowledge, Control Everything."

Knowledge is the oldest currency, one has said. After all (being where you are right now, given all experiences that have been experienced in the life you have lived so far), what might you be without what you have come to think or believe you know at this moment?

One of the most memorable teachers I had in high school had always said: "Define your terms!" It came to be a bit of a running joke (something constantly talked about, mocked, and then laughed at) in this class. Never did I imagine how important it would be that what was said by him would be *this* important. Even though we might reference similar dictionaries for the written definition of a word, the word itself will always resonate (affect an individual) differently, depending on the life experiences of the individual, combined with their education and experience with the word on a personal level. Therefore, one can never know *exactly* what another means with language alone.

Preliminary OUTLINE:

_____

Introduction SPLIT THIS UP INTO MORE SUBSECTIONS TO WRITE INTRO

. . . .
* What is the Purpose of Language?
        -How do we define language first
        -Look at the purpose section
* Why am I writing this book?
        -What was my English Education like?
* Introduction
        -Whoever has the most cleverly hidden manipulation within language, while ensuring monopoly
        -Over translation broadcast.
* How might this book be used?
        -Words defined in bold that have parentheses following show in-text definitions to elucidate clearly
        -Referencing ways that English was taught
        -This book can be read STRAIGHT THROUGH, or flipped to with references.
        -As a way for those who did not have English as a primary language to analyze how it came to be
        -MY HOPE
        -Here are some Suggestions for Possible Methods for the Book to be Used
                -Some topics might be mentioned in multiple chapters, such as the power of the "I statement"
                -Perhaps SHOW how it is. DESCRIBE the problem (examples). SUGGEST a change

Some of the Problems Present in Conventionally Taught English

. . . .

[*1] Sentence Structure, Punctuation, Parts of Speech, and Text Stylings traditionally taught in most United States schools and by Entertainment Media

General Sentence Structure: Periods, Exclamations, Questions
Add in consonants and vowels, syllables, and pronunciation
Other Punctuation Marks, Part 1: Commas (,), Slashes (/), and Hyphens (-)
Punctuation Marks Part 2: Quotation Marks (" ", ' '), Parentheses "( )"
Punctuation Marks Part 3: Rapid-fire descriptions of other punctuation
        characters: :, ;, @, #, $, ~, %, =, *, ^, +, &, _, > and <, {}, and []
Parts of Speech – Nouns, Verbs, Adjective, Adverbs, and Prepositions
Uppercase, Lowercase and Capitalization uses in Traditionally Taught American English
Ordering of Adjectives

[*2] Traditional Greetings, and various ways to Condense the English Language
Traditional Greetings and Contemplating "How are you?" [THREE STEPPED]

-Contractions
-Shortened Slang (Discuss syllables)
-Pronouns
-Approximations

Names   **What are some common Names in CCC-AESW?**
-What are some traditional names for newborn infants?

PrepPow   **The Power of Prepositional Placement**
-"Laughing with" versus "Laughing at"
-If you laugh AT someone, are you angry WITH them?
-Or "up-set" with? We need to define PREPOSITIONS

PossSpeak   **Possessive Speak, "My own eyes"**
-Competitive Consumerist Capitalism society.
-Caretaker of the house not the owner.
-Some cultures didn't even have possessive speak.
    -Natives didn't have give/**getting**, they had find/create.
    -Give Showing/Demonstrating. Taking the Observation.

Being   **Let us question the complex conjugation of the Power verbs (Assigning Identity).**
-Nothing more powerful than "I am". Most dangerous is YOU ARE/HE IS! – Division machine*
-"Kids are mean!"
-Their being their "disorder" -I'm bipolar 2. I'm paranoia schizophrenic. I'm … BIG PROBLEM!
-He is a rapist! He was a rapist! Permanence in label of BEING.
-I am a doctor. I am confident.

WantNeed   **What are the differences between Wants and Needs? Preferences? Desires?**
     If the CONDITION of need is not specified, it is Life or Death
-Must, Need, Make, Force, Require, Have to
-To want something, it has to be there for you to want it. It has to exist.

ThinkKnow   **What does it mean to think something versus to know something? What about belief?**
-Devaluing "To Know" – if you do not know, do not say that you do! Say I DON'T KNOW
    -Possibility still there of knowing always!
-SEE. UNDERSTAND. COMPREHEND
-All the fight in the world is between one man's belief versus another man's belief.
    -If you saw you didn't know, you wouldn't fight with anybody.
-IF someone believes something, and someone believes something else – invariably going to fight – today or tomorrow
-Pretending to know as you don't know – that's belief.

     People believe something – not sincere enough to admit they don't know. There are only TWO WAYS – you either know or you don't. Whatever you do not know, when you BS yourself, it's called a belief What is the problem in seeing as what I do not know I do not know? "I do not know" is a tremendous possibility. If you say **I do not know**, the longing to know will come. If longing comes, seeking comes, if seeking comes, possible to know. BELIEVING in something you do not know, destroy the possibility of knowing.
     -"I duno" as opposed to "chez pas" very easy to "slang" the idk, and still give the
         Appearance of one "knowing"

AllegRoot   **What are some Alleged Roots of English words?**
-Anglo-saxon word "were" meaning "Man" (Severus Snape)
-Yes definitely do this section

SelfFocus   **The focus on the Self with the EYE and I. Listen to me. You know what I mean.**
- -The use of "I" and emphasis on the ego (The "I statement") [Projective speak here?]
- -As soon as we LABEL someone else, it separates them from us.
- -Speaking in THIRD PERSON

FillerSpk   **The Use of Filler Words in MCT-AESW [THREE STEPPED]**

    Step 1:

UM and UH
LIKE
AND (THEN) WELL
HOLD ON
YOU KNOW / YOU SEE
I MEAN
I DON'T KNOW
IF YOU KNOW WHAT I MEAN
YOU KNOW WHAT I'M SAYING

    Step 2:

The Purpose of Fillers
Filler Words Devaluing Meaning in Conversation

    Step 3:

An Exercise in Recording Oneself
Mindfulness in Delayed Speaking

BadWord   **What are some commonly used "Bad Words"? And Why are they so "Bad"! Cunt.**
- -My perception of some "Curse" words

ShameSpk   **Should. Supposed. "Know better". Insulting. "I heard that's supposed to".**
- -Try – to do a thing you might not want to do. WEIRD, conformity shaming. Apologies
- -ConFORM to NORMal.
- -Hiding or denying, accepting the wrong.
- -Shame, blame, fault-find, complain. GUILT
- -Better is clearly undefined. – Heavier, faster, easier, it's a general word to make one feel bad.
- -Mocking accents as "Lower intellect"

MascBias   **The Inherent Bias of English towards the Masculine Gender. Waiter. Brother. "Man-kind"**
- -Gendered words – Man/woman – person. Boy/girl. Child. Sibling. Server. Man of the house
- -Manly Man. Why can't a man wear a dress?
- -Human problem, have to recognize a person by their gender
- -Presumptious – That guy just cut me off!

PastTens   **What does the Past Tense look like?**
- -I did have to have that. I was a doctor. He was a liar. He lied.

DishPres   **The Dishonest Unproven Present Tense (DUPT)**
- -Popular tense used by "News" stations.
- -"Trust the Science!" No, you trust the broadcasted trancelated-filtered-altered-science
- -Exaggeration and Sarcasm
- -"That is a verbal American English lie!" – Need to work on this.

When we speak, we leave off the who, who, where, when, why, and thus unintentionally (sometimes knowingly) [un/mis]inform others. Also, since inquisitiveness is discouraged, full thoughts are rarely elucidated. Change

TyrAuth   **Tyrannical Authoritarian Tense (TAT) – (Enslavement Tense) – Falsified Ethical Superiority Tense**
- -How its used – Giving ORDERS, CO-MAN. The ONLY response should be a Q – did you just...?
- -The Negative Command
- -Or else!?! Or else what
- -People who programmed Computers give commands: "Sign in" "Press Enter"
- -There is no ethical superiority, unless KNOWINGLY and INQUISITIVELY agreed by MAJORITY

DefiFut   **Unknown Definitive Future Tense (UDFT)**
- -News articles "The president will then …"

ToneSpeak   **Uneducated Tonal Speak**

-"No Way!" Regular to Upward inflection to convey surprise – usually positive

-"No Way!" Regular to Downward inflection to convey absolute denial. Usually negative.

-"That's ridiculous. That's insane!"

JudgeSpk   **Judgmental Relative Perspective Speak**

-Like was illustrated in the *TyrAuth* chapter, in English, we have 18 word for repulsion/hatred

-Good, Better, Best (By what measure)

-Limiting Words: "He is Fat"

-"Be reasonable!" Is to command someone to look from your perspective.

ProWorPro   **Progression of Word Power along Perceptibly Similar Word-Cords. Discuss the DANGERS of SLIP**

-Will, Want, Desire, Yearn, WISH

-walk, jog, run, sprint, dash?

-Killing, murder, slaying

-Knowing versus believing

-Can vs Might. Might = "can will"

-Imply versus infer.

-Improve and Enhance.

-Plausible, Possible, Probable, Likely

-Unproven VS. Unprovable.

-Joyful, Pleasant, Ecstatic! Drug called ecstasy, problem.

-"I you.", "I have love for you", "I am in love with you"

ArtEnglish   **The Artistry of the Rhyme in English. (Maybe Make Intro) – Empowering speaker.**

-Riddles are a test of one's ability to DoubleSpeak, tests deception awareness.

Devalue   **Devaluing Skills, words, truth, severity – "He doesn't know". Who vs What. Devalue Math, Sex**

-The "I Statement"

-Insulting as FACT – admission of not knowing how to solve a problem

*Well, that's just STUPID!

-Heavily altered word-belief-meaning-reassignment "The dog got **fixed**."

-When we say "Good boy" in *praise* for the Dog, what I think is meant, is gratitude.

-Writing and Speaking, to Typing and Texting.

When you edit on pen and paper, you see it. On the computer, you don't! Neither do

(perceptibly) MOST other people!

-The word CREATURE to devalue non-human animal life – sometimes said to human animals

-Sex Slang – "Happy trail", making rice, coucher avec moi. Hot, sexy, tight, firm, beautiful

-Touched.

-Dehumanizing Harmful actions "The phone is watching you"

-Humanizing businesses and corporations "Wal-mart sued …" "Wal-mart bought…"

-Sarcasm and Exaggeration.

-Depreciation of Emotion. Bias towards non-emotion. "Over"-reaction. No one over reacts TS

-Everyone only reacts in perfect accordance with the reality that they themselves percei

-Slang Speak AGAIN – used differently in this case.

SloSayCon   **Slogans, Sayings, and Conventionally Common Acceptable Perceptibly Often-Unquestioned Phrases.**

-Phrases that encourage blind acceptance "We all gotta do what we all gotta do", "Is what it is"..

Cultural   **What are some words that are important to Review with respect to meaning**

-Lucky, Worthy, Monkey Pox, Literally, Energy, Soul, Spirit, Meditate, Double negatives

-More ways to assign value/cost to objects than the human person.

-Dissatisfaction and Insult. Complaints

-**Why is there seemingly SO much allegiance to the "Family unit" –

look at movies, real life, stories, - mom's dad's – worldwide

-South Korean sex scandal docu. Shaming and blame-casting one of biggest problems in

society today

DubSpeak   **DoubleSpeak and MultiSpeak**

-Synonyms

-I have had to do it. I had to do it. I had pneumonia. I had sex. I have to do it

-How/when/why did these words evolve gay = happy to homosexual. Etc.

-Dialectical English – fags here fags there. Southern "accent" sounds "dumb"

Media   **English in Music, Movies, News, and other Media. Purell? My loneliness is killing me.**

When I'm not with you, I lose my mind. Give me a sign. Hit me baby one more time.

what does **your heart** tell you?

-Newscaster voice and body language – enforcing subconscious AGREEMENT

-Music – Rocketman. "I'm gonna be high as a kite". My reputation pre seeds me.

-Fat Free! Who wouldn't want this? Fat is generally BAD. And Free is both no cost and liberated

I'm not entirely convinced that Crypto isn't just some Experimental Game created by the individuals in the Controlling Class to see if intangible "Monopoly" money could be put into circulation convincingly enough to function on a global scale.

Advert   **Using Avert-to-Eyes'ing. My hope is that if you made it this far, you will be able to see through the ad**

-To depress – is to push down. To repress is to push again.

-Consume – food. Consumer – person buying shit. "Audible is the best place to listen for everyone. NOBODY TELLS STORIES BETTER THAN AUDIBLE."

-People desire to be accepted and validated.

-"Manager's special"

-PNC bank private – "We all have a purpose" – maybe you could FUCK RIHGT OFF.

-Naming colors to sell things. "Seafoam green" "Royal blue"

-"Dark Temptations" – an Axe Scent.

-Can pledge allegiance, pledge a frat, and clean with PLEDGE

-Everyone wants to be "Pure" so Purell – add an "L" and BOOM!

-Mouth Feel – clever words for describing – created by the Controlling Class.

PharMed   **Drugs and their Confusing Words and in the Medical Industry**

-Med Industry – The greatest "dis"-order is the lack of inquisition.

-Hidden in Medi-Speak

-Pain-Killers… no pain distractors. Killed puts in the brain PERMADEATH, but it's not true.

"Anti-Depressant" Who doesn't want to be "anti depressed"? de

       Constant reminders on TV for pills – make you MORE DEPRESSED

-Trauma – Physical and Mental. Misunderstood.

-It's PRESCRIPTION STRENGTH! Tylenol.

-Oppositional-Defiant Disorder

-If it is recreational, it is "You're on drugs" or "You're under the influence" if it's

-The doctor's orders, then "You are doing better" and "You are under control" with those drugs.

Law   **Use of Verbal and Written English in the Eyes of the Law. Contract. BLAME-FAULT speak.**

-Fault-Finding

-CHOICE (Maybe it's own chpt?) Ethics, and right and wrong.

       -The choices you know of, and eventually choose/make, was because some1 introduce

-"Innocent until Proven Guilty" – LMAO – righttt…

       -How can one lie without language?.

-Artistically Deceptive Style of English, combined with Deceptive means of teaching

       -Allows for Powerful, Dominating, and Effective Laws to be Created and Forced.

-The laws of the system force us to se words at defined value, rather than looking at

-Using your REAL NAME = You Given name at Birth. Your Legal Name. Your system slave name.

-If can't change words, change definitions – "Sexual relations with that woman"

-Laws are unclear when it comes to the stealing of Ideas… that were based on words. PROVE IT!

-total collective communication, and thus need or desire, of individuals.

SubConsum   **The Consumption of Mood/Emotional/Neurologically Altering Substances (Drugs)**

-Originally I had the topic of drugs grouped into a section about pharmaceuticals and the general medical industry. Before my newfound fascination with studying, analyzing and proposing alterations for CCC-AESW, I was a drug enthsiast. I still am, however, that is not where I want my focus to be right now.

-In America, consumption of mood-mind altering subtances, especially for the intention of altering the mood-mind, is a problem, that seems to be growing in severity.

-I

Translate **The Trouble with learning Translated Language. What is the AGENDA?**

-The Literal Translation (item-by-item), the Understood, and the Emotional trns

-Translation versus Interpretation.

-Americans often taught another language from a native AMERICAN or an Agenda'd APP

-What languages would a "Master Translator" know? English, Mandarin Chinese, Cantonese

-Spanish, French, Russian, Japanese, Korean, Russian, Hindi, Gudrathi

-Arabi, African Languages/Dialect, German

-Don't be a prick!

-Messing up the Chinese translator – how does it translate from CHINESE to ENGLISH?

-GET SOME PICTURES

-Translation of "Non-verbal" – how? Only if intentions sync up.

Enslave **Methods of English Integration to Enforce/Control/Manipulate. Evidenced Interspecies Slavery. Use of the word, work to make it "undesirable". But what is play?**

-Using dishonesty and unavoidable temptation to FORCE an action.

-The GREAT GAME – What **Lie** can we get the Most people to Believe? Exo-Group. (Inno-Group)

-The EMPIRE state, I mean, come on.

-Better Businesses, Bade By Bankers, Built Bigger Banks By Benslavement.

-ADVERTEYEZING

-"MADE IN CHINA" – Was it made-created? Or was it made-forced?

-Foreigners, Invaders, Enemies – but what they really are is people.

-To enslave is to rule, usually by creating necessity on the providing party

-To cause dependence on the provider. Money. Entertainment. "We know what's better"

EduEngl **How could English Education be altered?**

-"Or whatever innocent sounding name has been assigned to the indoctrination center where their child has been sent to be stripped of his individuality and turned into an obedient soul-dead conformist member of the American consumer culture." – George Carlin

-"We are the proud parents of a child who has resisted his teacher's attempts to break his spirit and bend him to the will of his corporate masters." – George Carlin

-Deffo gonna move this section.

-People who have never raised children have fantastic ideas about how to do it.

-Sufficient Teachers indicate potential errors and errors that the Student is

perceived to be making

Extra **Extra bits noticed**

-Big "I" and little "L" are identical in several font types.

-Let's say I said the word "gratisfaction". What would you think it meant? Maybe this maybe that, but it's like the pharmaceutical industry with their pill codes of numbers and letters and symbols and secrecy… You wouldn't know what that word meant unless I *told* you the definition – and if you could TRUST me – no? Big Pharma. My anti-biotic is a large white "horse" (what about "whore's"? also works) pill. The word "horse" meaning "among the largest sized pharmaceutical pills, relative to all others" (top 5% size). Like the word **UNDERSTAND** – who would have thought it meant comprehend? When it looks like a word combo to describe bending over or crouching (UNDER + STAND).

[PICTURE AUGMENTIN]

Language coded words by the scientists of the language – they created it. The dictionary compilers. What came first – language or dictionary? Language, perhaps, originally. But amongst modern day languages, the dictionary came first.

-b d p c e t v z. All sound the same!

-Arguably "Useless" sentences: "~~Save up to 50% or more!~~" doesn't say anything

-Asking for help

-Naming people, places, things
-HUGELY problematic nomenclature
    -"**Ingredients**" from the **food AND drug adminstration**. WIMB
-*All Ways Ask Awhy – AWAA – Don't you mean "AAAW"? NO.*
-Contemplation of song lyrics
    "This is the heartbreak hoe tell" – Somebody's tellin'!
-Be Aggressive, Be Be Aggressive. B-E-A-G-G-R-E-S-S-I-V-E
-Some movies with cultural education of MCT-AESW – MEAN GIRLS
-People love to correct others on "it went good" instead of well. Both words SUCK!
-When we say less, usually fewer, but if it's a suffix -less, it means without.
-Using "/" means either or. Maybe for either and?
-Inverted speech – "Yoda-speak"
-Putting something in quotes is meant to be understood from multiple perspectives.
-Cryptic hidden English
-The resume versus the ID card

Some Proposed Alternatives, Theories, Solutions to some of the Above Presented Problems

. . . .
* English will have to change in waves. As a friend of mine said, "Are we all just going to start speaking Matt Montana!?"
* Presenting Information: What I think I heard was ____. This MIGHT be needed because ____ in ____ said ____. And I believed this because ____.
* Number one Question – WHY DID YOU SAY THAT!?
* Ways to REJECT statements. "That statement is invalid!"
* Mathematizing sentences to create the greatest *Power* (change word). Look like Proofs?
    -We are limited by the language of our thoughts, which then turn to actions. How can we EXPAND/COMPLEXIFY
* Non-definitive word powers. "I cannot do that." Yet, now, perhaps.
* Ending the Tyrannical Authoritarian Tense
* Annunciate the Pronunciation.
* Adding words to increase Perspective.
    -Every non-human animal is the human animal of its own universe.
* Increasing specifics for communication
* Fixing the measurements and dates to be more internationally orchestrated.
    -10/Nov/2020. Easier than 10/11/2020 which means different things in different countries.
* Encouragement of Relative-Speak, Over Definitive Speak
* Combo wording with hyphenation to add specificity.
    -Happiness-Sharing, Love-spreading
* Double negative in law – "Well, I wouldn't NOT tell you"
* Speaking in the first versus third person. "Matt wants to go to the store"
* Using "One" in place of "you/he/she" pronouns
* Mindspeaking – how does one mindspeak?
* Unveiling Obfuscation: **Follow some steps**: Write the sentence, rewrite so easier to understand. Write again, defining words in the sentences. Add extra information.
* Honest Prepositional Reorganization
* Emphasizing the Speaker's Perception and Awareness – "I awares it"
* Determining the Intention of the Writer when Reading Written Material (Genuine Knowl/Understand)
* Language Blending. (Similar to Cross-Branding) – Will help allow words to have different Sounds AND meanings
    -Café chauffeur.
* Games that encourage Inquisition and unobfuscation of doublespeaks – maybe poems or consecutive uses?
* A call to Action for those who have "Mastery" of their language to make manuals similar to this
* The power of the Master Translators

* Neologisms: Trancelation

_____

Possibilities, Theories, and Beliefs

. . . .

* This was done purposefully a long time ago
* Parkway Driveway... That was done to be funny – watch people use words like that for WHAT.

_____

Glossary/Dictionary of Double(Triple+)Speak Words and their Definitions (Some Examples Included)

. . . .

*Here follows a list of DoubleSpeak terms elucidated to that those who are unfamiliar with this style of repetitive use of the same words with different meanings will more easily understand how this happens.

_____

_____

_____

_____

Introduction

A note before we begin: Since this is a book about the English language, many will probably hold me to a high standard of spelling and grammar correctness within the text. Therefore, I find it prudent to say that I wrote this whole book and edited it by myself. This means that there are bound to be occasional errors2. Keep in mind that those errors would be according to traditionally taught American English, but I will be attempting to "re-right" some of these rules throughout this book. I would encourage you to not let these "miss takes" stop you from reading as I am only human (at least I think so!) after all.

-**One only *thinks* one knows something outside of their direct sensory-perceptive experience because of the language that has been created to be relayed to you as you understand it**.

News – SCIENTISTS SAY

Teach them from birth, with the help of "GOD" to not do things for the self. Put the power elsewhere.

**If our mind-memory was not so full of the lies that some might think they need to guard and hide, other parts of our mind would strengthen, and we might be able to think more productively, efficiently, and for (my wish) the improved healing of the ~~collective~~ (not a possessed collection!) every one,

DREAM DREAM

-Some of the most common

"Everything is energy!"

-Water gave landowners MONEY – EASILY ACCESSIBLE RESOURCES

-Cows 1.5 billion drink more water than 5x the human race.

-600 gallons for a simple burger.

-1000 gallons for a regular steak. STAKE

-Beef farms killing off most of the world's water. FREE WATER.

-Nazi human experiments NEVER STOPPED.

-Corpanies want to.. no it's PEOPLE. English displaces responsibility.

-

AWARENESS – Make a dominating theme in the introduction

"Around the world"
Could you go for getting some tea?
Could you go forgetting some t?

Etymology.
Day Zero
"Los Angeles is the showcase of the American Dream
- "What might you do if you know what I know"
Where did language come from!?!
Noam Chompsky 90k years ago – Out of the 200k years ago that we've been evolving
Ayreon's "We gave them language, what did they do?"
Michael Corbin argues that language spawned from making gestures

In Yogic terminology, there are 16 words for what CCC-AESW has for "mind". In Inuit terminology, there are 12 words for "snow". In modern American English, we have 16 ways to tell someone what to do and 20 words to say convey extreme dislike or that something or someone *repulses* us.

Those words?
That repulses me. That is repulsive. You repulse me.
That disgusts me. That is disgusting. You disgust me.
That nauseates me. That is nauseating. You nauseate me.
That grosses me out. That is gross. You gross me out.
That abhors me. That is abhorrent.
That is nasty. You are nasty.
That is repugnant.
That is filthy.
That is horrifying.
You are useless.
I hate that.
I loathe that.
I cannot stand that.

When the words are said without the

Also, while many may take my current age as a reason to discontinue

Want to learn something fast from someone who is trying to hide something from you? Ask presumptious questions. Do not ask content based questions as an individual who is skilled at speaking verbal dishonesty will be able to formulate or create answers that are possible, plausible, and/or even probable with perceptible rapidity, even with a style and finesse convincing enough to

They store eyes to make eyes see – to make "I's C"

***** Manipulation – to say, "It was not me" will always be a true statement. It does not specify when? Where? Who and/or What the "me" really is? Nor does the "it" refer to anything specific. The state of being "was" has ma

What am I and why am I writing this book?

Perhaps some of you may be thinking that this a strange question to ask in the beginning: "What am I?" Why would I not use the operating question word, "Who"? From my experience, the use of the word "who" applies mostly to those of the homo sapiens species, or what common American English has taught us to call ourselves – "humans". The word "what" usually refers to non-human animals or objects, but as I am striving to abolish the question operator "who" in favor of the more general word, "what," this is how I chose to open this book. For a more in-depth explanation of these two words and their comparisons, you will just have to continue reading :).

Answering this question is rather difficult, as there are so many aspects of a person that go into exactly who – or what – I am. Indeed, it is hard to separate what I am from what I do, so I will be briefly **elucidating** (explaining) that here. My assigned name (the name given at birth) is Matthew Robert Montana, but the name that I prefer to be called is Matt Montana. I have been given other names in the past, such as "Othello" or "That Guy" or "You Shithead", but "Matt Montana" is the name that I prefer to use in daily life interactions. To try to encourage a greater interest and curiosity, I like to call myself "PsychoPharmaPist69". Some readers might find this name unusual or confusing, but I have multiple reasons why I chose this combo-name. The term, "psycho" is allegedly Greek in **root**, and generally refers to having to do with the brain. "Pharma", allegedly Greek or Latin in root, pertains to drugs. The final part-word, "pist" as a suffix, was taken out of the word "therapist." As I was growing up, the number, "69" was often used to reference sex, or the sex position where two individuals would be performing oral sex with each other simultaneously – which is an arguably "equal" sexual experience for both individuals. Therefore, this name was my attempt to show that I could be a drug and sex therapist for those who might need one! Sex and drugs are two topics that are typically made to be **hush-hush** (taboo) throughout American society. Behaviors that involve either are often shamed and ridiculed, however, I believe it is important to have someone to look to for a voice without shame so that individuals can mitigate their pain or chance of harm in both.

Now that the names have been discussed, I must mention that the study of the English language was never a dominant focus of mine, until recently. For a long time, I have been studying (and experimenting with extensively) **drugs** and how they affect the human body. I even wrote two books on the subject. The first book, titled Drugs of the Universe, Volume I; The Big 12 (Version 1.2, Completed January 16, 2021, link below), addresses the twelve most popular drugs in the world, as I have observed them. Essentially, the book is a 357-page harm reduction manual that was intended to spread education and awareness in the world of drugs, as well as how to mitigate the likeliness of harm when using them. The second, titled A Case for the Legalization, Education, and Regulation of All Drugs Worldwide (Version 0.8, Completed May 2021, link below), is a 280-page compilation of essays that address modern issues of drugs in the world, and some proposals for how these issues might be handled from my perspective experience. These books were both posted to Reddit to be freely available.

Book 1: https://archive.org/details/drugs-of-the-universe-v-1-2-1-pagenumber-2/mode/1up
Book 2: https://archive.org/details/legalization-book-page-numbers/mode/1up

As I defined drugs in the books that I wrote as "any substance taken from the external environment, that is not food, into the body that has a mind-altering effect," I have come to think of things that could be drugs a little bit differently. Many may think that Heroin (Diacetylmorphine), Methamphetamine, or even Alcohol might be the most powerful substances on the planet that one can take into the body, but many do no realize that the eyes and ears that are given to us at birth are actually the most consistent and persistent drug delivery systems that we have. They are always "on" or active, unless we close our eyes or plug our ears. To offer a possibly new perspective, think about standing 10 meters (about 32 feet) away from a car crash where two cars slam into each other at 80mph (about 130 kpm) directly in front of you. In this hypothetical, while you yourself did not get physically harmed, the accompanying visual of the accident and auditory volume of the smash of what you witnessed will have an extremely powerful mind-altering affect, especially if anyone in the car crash was someone you cared for. In this instance, the car accident could be thought of as a drug that results in a powerful mind-altering effect. In a similar vein, watching your hand scratch a lottery ticket through your eyes that results in a win of one million dollars will probably have an exponentially more powerful mind-altering affect than having a few drinks, or even a few lines of cocaine. The point that I am trying to make is that the words that we see, hear, and use have powerful effects on our lives, and really, they are not that different from the mind-altering drugs that society and cultures around the world often shun.

With this given information, one might be thinking: what made you decide to write a book about the English language? In truth, the third book that I was originally going to write was going to be on a very different topic. With my research, observation, and experiences in life, I had become aware of the power structure that controls various aspects of the world, and how harmful it is. I made it my mission to describe what I had observed and then share it with as many people as I could in hopes of trying to change the system. This was no small task for me, and was extremely taxing for

me – both spiritually and emotionally. As I did research for this, I would constantly get "stuck" (for lack of a better term). The blockades that I would run into had a similar trend – almost every time, it was the words used, either in what I was reading, or in the thoughts in my head, that would slow me down. The way I experienced the words used always gave me pause and kept impeding further progress.

Originally, when I was collecting information and drafting an outline for this third book, there was going to be a few chapters dedicated to language (particularly English, as I am most familiar with it) and its use in controlling the global population (in written laws, the financial system, etc.). However, the more I kept reading and learning, the more I came to the conclusion that I would have to compile an entire book on all the "problems" (as I see it) with the English language as it has been taught to us. Therefore, even if no one else reads this book, at least I will have a more useful grasp of how to communicate in English about the topics that I deeply desire to discuss.

Some may be wondering what my "credentials" might be to write this book. While it is true that in the conventional and traditional system of education, my credentials are seemingly lacking, I encourage you not to "judge a book by its cover" – or to immediately write me off for not having a college degree in English. When I was in fourth grade, I won the spelling bee in my class of about 25 people and moved on to the county competition. From there, I was in the top 20 of contestants to move onto the state level – where I was then eliminated. Obviously, this is not very relevant for the compilation of this book, but I thought it was a fun piece of information (and a pleasant memory to look back on). Otherwise, perhaps the most useful bit of information is to know my unwavering goal in life is to achieve lasting joy and happiness for myself and as many people on the earth as I can. So committed to this I am, that the books I write will always be as honest as I can communicate, given the language and communication skills that I have come to know, and freely available – because why would anyone charge a fee for honest information that might help out the human race? Also, since I have perceptibly nothing to gain, aside from the joy and satisfaction of having shared knowledge and information with fellow humans in the hopes of improving their quality of life, one might be more inclined to believe and accept the information that I have here provided.

The goal of this book is for it to be viewed by those who were taught traditional American English, or by those who acquired English as a second (or third, etc) language. This book is meant to explain in clear and easy-to-understand detail, what I believe to be the necessary hindrances, obfuscations, secrets, and set-backs of English as it is often presented in conventional conversation, reading material, or entertainment media. Furthermore, I wish to mitigate the harm that is inflicted between words, and increase the capacity for joy, honesty, understanding, and unity when the language is used in daily life.

By the end of this book, I am determined to show everyone that rather than having a traditional and expected life goal of "What can I get from this and how much money can I make?" it might bring greater life satisfaction to have a goal of "What can I do to reduce the over-all misery in the world, and how might I improve the overall joy?" To do this, people need to work together, TO do that, they need to communicate. Most people that I have encountered communicate with American English.

Name, Accomplishments, ID card, my books.
-Influences (VERY BRIEF)
-Taking on the System that has been designed to hide the functionality of traditionally taught English is a big task.
-The Slippery Slope Approach.
-Talking to oneself!
-Covid really showed people who the "blind conformers" are.

Why am I writing this? .

Now that you have some idea of who I am as the author, perhaps the next most important aspect to address is *why* I am writing this book.

-Why is the book titled like it is?
-Let's Google it! Synonymous with TRUTH
-**Cultural Relativism**
-From writing and talking, to typing and texting.
-Current Education system discourages Questioning, while subtley (arguably) encouraging Curiosity

-Notice how they NEVER translate (audio translation) AND interpret (written translation) speech from one way to the other. That reveal.

-The more eyes see and observe the various aspects of the language that seem to be troublesome, the more I believe that this manipulation was done with carefully calculated intention over a period of time.

-Did the language come before the dictionary, or the dictionary before the language?

-To see evidence of the changing in English-speak over time, just watch some movies from the 1950's. "Some Like it Hot" with Jack Lemon and Marilyn Monroe was a helpful flick.

-The number one religion is Entertainment, and those who war ship it, you jewelry follow the BEST story.

-I tire of asking people to clarify and explain what they mean when they say certain things. I must do this, or else I am guilty of impressing my own judgments on the words spoken.

-Question everything! Children George Carlin – I was not taught this,

A Brief Description of my English Education.

Before going further, it might be prudent to inform the reader of my education of English and other languages so there is some frame of reference for where I acquired my current perspective, and how I arrived at the conclusions I did for proposals for improvements of the language.

When I think back to my childhood, I can recall "Little Learner" books, or something of a similar title, that had few words on a page that my parents helped me to read. My mother would also read to me story books that were larger in size, that also had few words on a page and big pictures so that I could follow along. From the ages of two to four years old, I also lived in Brussels, Belgium, and attended pre-school there, which resulted in me acquiring some education of the French language. According to my mother, I had a perfect accent for a child my age, and was able to form some coherent sentences such as "*Qu'est-ce que tu fais, mamon?*" pronounced: "Kess-kuh too fay, mah-mohn?" This translates roughly to, "What are you doing, mom?" My mother seems to remember this more than any other French vocabulary that I would utter. Undoubtedly, having some bilingual education at such a young age helped me to learn and acquiesce English more efficiently as I grew older.

While my memory of elementary school (Grades one through five, ages six through ten), is rather hazy, I do remember having spelling tests and cursive writing classes.

[PICTURE CURSIVE]

We were also instructed on grammar and other basic facets of English construction. Many of these topics will be discussed in the first chapter of the [FIX TITLE CHAPTER SECTION HERE]. I can also remember taking typing classes with a program called "Type to learn" that started in either second or third grade. Middle school (Grades six to eight, ages 11-14) brings back clearer memories. I can remember some "required reading" that we were given at the time. From what I remember, we read To Kill a Mockingbird, The Great Gatsby, and The Giver. This was also the time that the Harry Potter series was rising in popularity, and I can remember voraciously reading these books many times in my youth, as well as watching the movies.

As for other entertainment that impacted me, when I was younger, TV shows on "Cartoon Network" and "Nickelodeon" that aired in the 1990's and early 2000's were often consumed by me. For movies, I was an avid and frequent watcher of Peter Jackson's "Lord of the Rings" trilogy, "The Sound of Music", and the first six episodes of George Lucas's "Star Wars". When I think about it now, I am truly grateful to have had the experiences with entertainment that I had.

My Education with other Languages.

When it comes to the acquisition of other languages, in school, I can recall receiving a very rudimentary education of Spanish in elementary school – nothing more than colors, numbers, basic greetings, and simple conversation.

In middle school, we were given the option of French or Spanish classes. Since I had already had some education with the French language when I was very young in Belgium, I opted to stick with French and was usually surpassing my classmates both in skill and grade. My French education continued through high school and even into college where I almost achieved a minor in the subject. Even after college, I worked in several French restaurants in New York City as a waiter (server) and bartender, which gave me a place to use and apply my knowledge of the language. Having this background knowledge of French was fundamental for me to compare to English so that I could write a more effective book.

The language that had perhaps the greatest impact on my understanding and explanation of English as it follows, is Mandarin Chinese. Since it is a language that is more pictographic than alphabetic, it requires a very different way of conceptualizing the language. I had always been fascinated by Chinese characters, but the language always seemed so difficult and out of reach.

As I followed the path of life, I was fortunate and blessed to marry someone of Taiwanese descent. Since this happened during the time of Covid-19, and I was unemployed, this gave me time to start learning and practicing the language in my own time. People in Taiwan speak Mandarin Chinese in that country, but use Traditional Chinese characters (which are more complex than Simplified Chinese characters), which increased the difficulty level when learning the language. Though I did not get very far in my lessons, having the core understanding that I did was helpful in mapping out distinctions in English that I had not previously noted. I was also able to see that there was a surprising number of similarities between English and Mandarin Chinese!

After debating on where to include this [NEXT] two paragraphs, I decided that in the early part of this book about "other languages" would be most useful. Since my father had worked as a computer programmer at Warner Lambert, the pharmaceutical company that was later bought by Pfizer, I had elected to take Computer Programming courses in high school. The first language I learned was Visual Basic, which was going "out of style" in 2005 when I learned it. In my later high school years, I learned Java and C++. In college, I was a Computer Science major for several years, and furthered my Java and C++ language learning. During Covid-19, I took an online course in website development where I learned a little more about programming languages, and picked up some HTML and Javascript coding experience. I**T's funny they call it "computer coding" when programming languages are arguably the easiest to decode.**

Some may argue that programming languages have nothing to do with spoken languages, however, I will argue that it was learning this type of "language" that helped me develop logic and reasoning skills. I was able to program games and calculators, and even make a website that served as a food delivery service for some friends of mine. I took some of the ideas behind programming logic and used them to parallel to the format of the English language. More details of how this was useful in forming alternative solutions to the common layout of English follows later in this book!

The Purpose and Problem of Language.

Having now detailed a little about me and my background with languages, it may be prudent to illustrate the *purpose* of language. Why do we use it? In short, language is used a medium for communication between one or more people. It can help facillitate the transmission of compex problems and

-**As a collective global populace, it is not necessary for us all to speak the same language, however, if languages are spoken with mindfulness and awareness of intended harm, and more clarity, direction, purpose, and truth, we might just get past THIS**. That is done first by ensuring that each word has a definition that is agreed upon by a majority of the population.
-One time my friend laughed at me, as I made a sentence that ended with, "…well, in my opinion." She said to me chuckleingly, "Matt, of course that's your opinion – you don't have to say that." While she is conscious of this to the extent that she knows that, *without having me to spend specify*, the fact is that, that sentence written, and then read later or passed along, might be understood differently than it was originally intended.
-Sadhguru, language conspiracy between two people.
-Why would you believe someone if you haven't questioned and then determined their intention?
-We are confined to communicate in the language that we were taught and integrated with (Mediacally)
-Limited by the language of our thoughts, which translates into our actual speech.
-Many of us seem to not have consequence-forward thinking when speaking: When you created that sentence just spoken, did you intend for it to be communicated from the way you think want it to be perceived, given my current general sentence perception), or the way I might understand it?
-PROBLEM is that you will never be able to ever fully communicate exactly what is going through the mind with words.

The Power of Language.

-So powerful, I can make you think of, and if I'm good enough – do anything! ELEPHANTS
-The only education most people are equipped with is the one that they were taught as they grew up.

-One of the other needs I saw for this book is that when I listen to the words the come out of people's mouths, they are often so far from what is honestly going on (and when I ask the people who speak like this they will go… "Oh yeah, well, it wasn't quite like that, but you know what I mean." REMEMBER COMMUNICATION

-If someone wanted to control the world, what would be PERTINENT!? Controlling Communication

-Hidden Vocabulary – only those with dictionary access, in the RIGHT SOCIAL GROUP

-Shamed for not knowing something – no one wants to ask questions!!! "How do you NOT know that?"

-If I wanted to hide something, I would hide it amongst other plausible possibilities.

-Easiest to lie about the things that are the hardest to observe and test.

-They teach us to hide with PRIVACY. SHHH don't tell. Keep it hidden.

-The Power of Words to FORCE (Unconsciously or subconsciously) people to do.

-Words are so powerful over screens, have this **permanently-intangible techno-light screen currency**.

-In-person convo, most conversation is non-verbal, meaning it is SO IMPORTANT to hammer out spoken/written English.

-Using words that art conditioned-to-be-intentionally manipulative/enslaving.

-Those with arguably the greatest power-influence (ability to influence the greatest number of people) will be those who control the final "transmission" to people, whether on TV news, cell-phone screens, or other media method.

      *Levels of Communication between Two people. The most communicative:

          *Two individuals intending to honest communication are meeting face-to-face (not across a screen)

          *…

-The power of an IMAGE combined with words. If processed food didn't have labels, most people wouldn't be eating it! If it wasn't made to LOOK good

How to use this Book.

      What was the original intention for the purpose of use of this book? This book was intended to be used as either a reference to specific chapters, or as a book that could be read straight through. I saw the need for this book more clearly as I was going over my general notes for concepts for the original third book (which will now be the fourth) that I planned on writing. There was so much time spent invested in simply putting words in the right places and examining and re-examining "politically correct" or "universally understood" words. I would occasionally try redefining some words over and over. Other times, I would be trying to relay information that I heard from someone else in the most accurate way possible, but I would constantly hit barriers! I believe that if I can **elucidate** (explain clearly) the issues in the English language that has been taught to us here in America (as I see them), I can better equip myself to write the book that I truly desire to write. Therefore, I set out to try to write a book that would sharpen the English that I learned into something more easily understood, in the hopes that others might take away some of the lessons that I learned.

      As a way to try to indicate the problems that I have observed as clearly as possible, I broke down several chapters into what I called the "three-step approach", or simply [THREE STEPPED], as you will see in green as you read through the table of contents section.

      STEP 1 – IDENTIFY EXAMPLES: I identify the example of the English rule as it is traditionally taught. In STEP 1, I try to name as many examples as possible, depending on the rule or concept of English, so that I can later address…

      STEP 2 – DISCUSS PROBLEMS: I then discuss how it can be a problem compared with other rules or in the culture. These are usually where I explain communication barriers, miscalculations, or incoherencies.

      STEP 3 – PROPOSE SOLUTIONS: Finally, I will try to propose alternative solutions that might make communication either more useful or effective. Originally, I had put all my solution-oriented thinking into a separate section later in the book, but after some review, I found it more useful to put some of the possible solutions of a given aspect right next to the problems as they stand.

      After assembling the information that I found in this manner, I truly believe that others might see some of the same issues within MCT-AESW, and may even agree with some of my proposed solutions. If not, this is at least a starting point for a conversation into ways that the language might be suggested to be more clear and coherent, understood by a greater number of listeners, rather than just the speaker as they are speaking.

      This now begs the question, if these solutions are in fact helpful to the overall well-being of the language, and by extension those who speak the language, how can we make this uneducation of old concepts and reeducation of new concepts more enjoyable so that people of all ages, young and old, will want to explore it further?

After pitching some of my ideas to a friend of mine, he once said to me, "What, are we all gonna just start speaking *Matt Montana's English*?!?"

Well… Maybe! Read on to find out!

Have a chapter which has some basic comparisons and contrasts between French and English.
-How I will be teaching will be similar in line to the way I learned French, since that is what I remember best
    -Not "I am waiting", simply, "I waiting"
    -I call myself! Not I AM.
    -Savoir/Connaitre,

Some of the Problems Present in Conventionally Taught English

[*1] Sentence Structure, Punctuation, Parts of Speech, and Text Stylings traditionally taught in most United States schools and by Entertainment Media

When I talk about many of the traditionally-taught rules and formats of English, much of the information I found to confirm my teachings (or learn some new things!) came from www.grammarly.com. At first, I was going to cite this source every time, but I think that a blanket citation in this case gives appropriate credit. Thank you Grammarly!

General Sentence Structure: Periods, Exclamations, Questions

What does it mean to form a sentence in English? There are several types of sentences in English – sentences that end with a period (.), which can be either declarative sentences (sometimes just called statements) or imperative sentences. There are also exclamations/exclamatory sentences, that use an exclamation point or exclamation mark (!), and interrogative/inquisitive sentences (sometimes just called questions) that use a question mark (?). Imperative sentences are when a command or order is given. A period can also follow the titles of people, such as in "Dr." (Doctor), "Mrs." (Misses), or "Mr." (Mister). The general rule is that whatever the next letter is after a period or other punctuation mark (the exclamation point or question mark) will be capitalized (more on capitalization rules later in this chapter). Personally, I usually find examples the most useful way to explain the rules of English.

    Example: This is a declarative sentence. In this example about Mr. Montana, capital letters follow periods.
    Example: Go to the field. Eat this bread. Make an imperative sentence (These are imperative sentences)

A sentence can also generally be broken up into two parts – the subject, and the predicate. If my memory is correct, to meet the definition of the rule for a sentence in TT-American English, there must be a subject and a predicate. The subject is usually in the beginning of the sentence and contains a noun (more on this in the next section of this chapter) of focus. The predicate contains the verb (more on this later as well), and the rest of the sentence. The subjects and predicates will be colorized in green and orange respectively below for ease of observation.

    Example: My name is Matt.
    Example: The blue dolphin likes to go swimming.
    Example: She wants to eat a fish.

As was mentioned above, there can also be an exclamatory sentence. These statements are usually used when trying to draw great attention or emphasis to a subject, in distress, or in warning. Exclamatory statements can also be used when someone is expressing themselves in a greater volume of voice or high-pitched tone, perhaps in surprise or anger, or to give someone a command.

    Example: It is my birthday today! (drawing great attention)

     Example: Ouch! (in distress)
     Example: Look out! (in warning)
     Example: Oh my God! (conveying surprise)
     Example: Get out of the way! (giving a command in anger)

The last major type of sentence, is an interrogative or inquisitive sentence, which is most commonly called a question. There are multiple types of questions. The most common type of question is a binary or polar question, which yields either a "yes" or "no" answer. Since there are only two answers, they are finite in response.

     Example: Are you ready?
     Example: Does he want dinner?
     Example: Might I join you?

After binary questions, another variety of question is what can be called a "choice question". These questions give people options to respond to, and are also finite in response.

     Example: Will you be going to New Jersey, New York, or New Hampshire?
     Example: What number do you think the die will roll? (There are only six possible options)

The last type of question is a "special question", sometimes called an "adaptive question". These questions can be referred to as the "wh-" questions: the who, what, where, when, and why questions. They also include "how" and "how many" and are *not* finite questions, as they have a more open-ended way of being answered.

     Example: What time is it?
     Example: Where was he last summer?
     Example: How does a car function?
     Example: When will the world end?

Questions are fundamental ways to learn new things – whether in English or any other language. I have an entire chapter dedicated to them later on in this book.

Other Punctuation Marks, Part 1: Commas (,), Slashes (/), and Hyphens (-)

In English, a comma (,) is traditionally used when there is a "pause" in a sentence. Pauses usually come before the word, "but", but they are also involved with words like: although, before, if, unless, whether, and after. They can be used to break up multiple prepositional phrases (more on prepositions will be explained in the next section).

     Example: He was happy, but then he found out he failed the test.
     Example: After going to the movies, I will eat cake.
     Example: If you see me before the wedding, you might stop loving me.
     Example: He says he will kill everyone, unless he gets one million dollars.
     Example: In the morning, before he eats, inside the car, you will be happy. (multiple prepositional phrases)

Commas can also be used when there are three or more objects or adjectives in a list, immediately following each object or adjective, in conjunction with the word "and" or "or". By the old rule, there will be one less comma than there are total items in the list. Again, this is best illustrated by example, followed below. As a side note, in recent years, there was a change to this rule of listed items where there no longer has to be a comma (it can be optional) that comes immediately after the second-to-last object. The comparison and contrast between the rules follows below.

Old rule:
     Example: I am bringing apples, oranges, tomatoes, and bananas.
        (4 items, 3 commas)

Example: We can go to Alaska, Arkansas, Costa Rica, Mexico, Brazil, or Puerto Rico.
    (6 items, 5 commas)
New rule:
    Example: When you go to the store, will you get cheese, pretzels, cookies, candy and popcorn?
        (5 items, 3 commas)
    Example: There are red, green, blue, purple, black, brown and green balloons.
        (7 items, 5 commas)

The next punctuation item that , or type of character, is called a "forward slash" (/). Some get this confused with the backslash (\ ) – but it is the rarely named "foreslash" (/), which is most often and commonly referred to as simply the "slash" (/) that is used in the English language. This item can have multiple meanings, but is usually used to replace the word "or", as a form of condensing text. Some examples:

    Example: We will go to the store if/when you are ready. (This is a fairly common use from observation)
    Example: Do you want sandwiches or chips? Either/or is fine with me. (This is also common)
    Example: They are going to have cheese and/or carrots. (This is very common)

Slashes can also be used to present an option in a list, similar to the use of the word "or" between each word.

    Example: There can be red/green/blue ribbons.
    Example: You can work in the living room/the dining room. (Sometimes I add parentheses like this…)
    Example-Extra: You can work in (the living room/the dining room).

Sometimes a slash can be used to abbreviate some text and the date, but this is mostly used casually or informally and this probably won't be observed in this book.

    Example: He will be w/o (without) heat in the apartment, but he does have a/c (air conditioning).
    Example: The date is 2/14/2023, Valentine's Day – this year. (Actually it's 2/13/23, but I wanted to be more fun!)
    Example-Extra: Note, this format is the "American" (and select other locations) style date format.
        The more common style globally is 14/2/23 to say February 14th, 2023.

In mathematics, a slash is the denotation of division.

    Example: What is 8 / 2? The answer is 4.
    Example spoken: What is eight divided by two? The answer is four.

Hyphens (-), another common punctuation character in English, also have multiple uses. They are part of some words in the English language, sometimes called "compound" words (either as nouns or verbs). Some of these words require a hyphen, while others have the hyphen as optional:

    Examples: ice-cream, mother-in-law, truck-driver, free-for-all, follow-up, ice-skate, spot-check

They are also used to append some prefixes to words:

    Examples: re-establish, ultra-expensive, dis-order (this use is less common), re-examine

To conjoin some numbers and some number measurements:

    Examples: forty-nine, one-third, six-eighths twenty-three, six hundred and fifty-seven, negative eighty-two
    Examples: two-foot, six-inch, 5-meter, 2-mile, twenty-minute, five-hour, 6-sided, three-segment, two-fold

In mathematics, a hyphen is the denotation of subtraction.

Example: What is 6 – 4? The answer is 2.
Example spoken: What is six minus four? The answer is two.

In some cases, they can be used to define a word, which you will definitely be seeing throughout this book I have compiled, since I found it important to clearly define many words as they have multiple definitions! (See the glossary for more)

Example: Xenon – an inert, gaseous, chemical element of the periodic table.
Example: Orange – (1) a round citrus fruit, which can be yellow, green, or orange in color.
Orange – (2) the second color of the rainbow, formed when combining colors red and yellow.

MATT MONTANA USE – If you are reading this book through from the beginning, this is the first time you have seen a "MATT MONTANA USE" come up, after the brief description I gave in the introduction. If you happened to skip that description, however, essentially, this is when I am adding a suggestion of my own, or a new "rule", to English. It is my personal addition to English to try to make it more coherent and understandable for people. Usually, it is not an *original* idea, but perhaps an augmentation of something that is has already been conceptualized in one way or another. In this case, with regards to hyphens, I am *definitely* not the first one to use hyphens this way, but I am trying to encourage it to become *more common* so that people will be able to speak with greater precision, accuracy, and specificity.

If I might give it a term, I would say this style of hyphenation might be called "specified complex hyphenation". The way that I want to exercise this style of hyphenation, is just by putting words together separated by a hyphen. Let's take one of the above sentences and restyle it the way I would with this hyphenation style.

Example: I want to encourage people to speak with increased precision-accuracy-specificity.

In this example, I am trying to show that putting multiple words together with hyphens is just a more condensed way to describe a something in a more specific and precise way. The word "and" could be used like so:

Example: This is a permanent, intangible, and digital type of currency.

But in some cases, I think the style of hyphenation can come in use to narrow the focus on the description:

Example: This is a permanent-intangible-digital type of currency.

I detail this type of hyphenation differently in a later chapter of this book, so that I can offer another perspective on my suggestion for improvement of the style of the English language.

Punctuation Marks Part 2: Quotation Marks (" ", ' '), Parentheses "( )"

Quotations can be used to indicate when something is said by somebody else directly – word-for-word. This is most commonly observed in fictional storybooks. The quoted sentence is usually preceded by a comma, or has a comma at the end of the quote. When another person is quoted, a new paragraph is typically started to indicate an alternation in the individuals talking. This is best illustrated by an example. Colors are used so that it is easier to see the back-and-forth between the two people.

Example Conversation:
"Wait! Don't go over there," he said.
Donny looked around, then replied, "What do you mean?"
"I am trying to keep you safe." (Notice a new line is made to show the original person in red is talking)
"How do you know this will keep me safe?" Donny pressed.
"Because I know what I am talking about."

Donny thought for a moment, then added, "Okay – I will trust you."

Quotations are *not* to be used when someone is paraphrasing someone else. Paraphrasing is when a condensed version of a quote is transcribed or spoken about by another person, with the intention of preserving the meaning and dominating purpose of what was said. Sometimes, the word "that" can be used to describe the paraphrased-condensed topic of someone's conversation.

Example quotation to be paraphrased:
Maria said, "Before we go to the store, we need to get several tasks done. We need to do the dishes, clean the floor, and finish painting the walls. If we don't, mom is going to get so mad at us! Hopefully there won't be too much traffic on the way to the store since it's rush hour. Rush hour traffic can turn the 20-minute drive to the store into more than an hour! Wow, that will be *so* annoying! Anyway, if we can get all that done, mom said she will get us ice-cream. Isn't that wonderful!?!"

Example Paraphrasing:
Maria said that we had to get a few tasks done before we go to the store. She also said that it's rush hour, so the trip to the store could take longer. When we get back though, we can get ice-cream!

Notice how the core meaning is preserved in the condensed version of what Maria said. The word "that" is used twice here to convey that we are only talking about most important parts of what Maria said. Using quotations and paraphrasing is heavily situationally dependent, as sometimes it is necessary to preserve the full and original quotation, while other times having a paraphrasing of the original quote is acceptable.

Another aspect of quotation worth describing is when there is a quotation within a quotation. This can also be said as quoting someone who is quoting someone else. While it is possible to use two sets of quotation marks (" " " ", note two opening quotes (sometimes called left quotes), and two closing quotes (sometimes called right quotes)), personally, and it seems to be common from observation, that a set of single quotation marks (' ') is used within a set of double quotation marks (" ").

Example double quote with double and single quotes: Tim said, "Michael came back home at 6:30pm last night. He was drunk and sloppy. While he was nearly incoherent, he was still able to say, 'Sorry for drinking so much. It will never ever happen again. I promise!' I didn't believe him, but I just wanted to tell you what Michael said. What are you doing for dinner tonight?".

Example double quote with two sets of double quotes: Tim said, "Michael came back home at 6:30pm last night. He was drunk and sloppy. While he was nearly incoherent, he was still able to say, "Sorry for drinking so much. It will never ever happen again. I promise!" I didn't believe him, but I just wanted to tell you what Michael said. What are you doing for dinner tonight?".

There is some question of where to put concluding punctuation marks, such as periods, exclamation points, and question marks, when it comes to quotation. Generally speaking, include the punctuation mark that corresponds with the quote directly. See the above example.

Another use for quotation marks is to name or denote a specific word for a particular reason. Punctuation marks are usually not included within the quotation marks in this case.

Example: The word "can" is different from the word "may".
Example: When he was talking about if he "might", what he was really saying was if he "needs".

Yet another way to use quotation marks is to reference a word or phrase that might be open for interpretation. This can be thought of similarly to the above example, but I would argue that it is better described this way. Again, punctuation marks are usually not included.

Example: She said she was "monogamous" but really she cheats on her girlfriend all the time!"

Example: Well, there is "method acting", where someone acts in such accordance to the role of another that their behavior is indistinguishable from their true identity, and there is "shitty acting" where the performance of the actor is so bad that they might as well not even act at all!

When it comes to parentheses "( )", there are multiple uses for these punctuation characters as well. Sometimes, they are used to define a word or phrase within a sentence. If other punctuation marks, like periods or commas, are used in proximity to parentheses, they usually go outside of the parentheses and follow the closing parenthesis, ")". This type of use of parentheses has occurred several times since the opening of this book. In place of parentheses, sometimes comma-breaks can be used to illustrate the definition of a word. Examples of this include:

Example with parentheses: There is monogamy (love between two individuals) and polygamy (love between multiple individuals).

Example with parentheses: There are four seasons in the northeast United States that have very distinct characteristics. There is spring (with lots of rain, leaves growing on trees, and flowers blooming), summer (with hot and humid weather), autumn (with leaves turning brown and falling off trees), and winter (with cold temperatures and snow).

Example with comma breaks in place of parentheses definitions: There are four seasons in the northeast United States that have very distinct characteristics. There is spring, with lots of rain, leaves growing on trees, and flowers blooming, summer, with hot and humid weather, autumn, with leaves turning brown and falling off trees, and winter, with cold temperatures and snow.

Typically, I prefer the former example that uses parentheses to define words, rather than comma-breaks, since I believe it is easier to understand sentences in this format.

There is also some debate on whether using double hyphenation – like this – is better than using a parenthetical addition (like this). Generally, it is agreed that the use of both parentheses and double hyphenation can be used at the will of the author-writer, depending on the context and desire of intention. I use both throughout this book. Feel free to make observations of my choice and potential reason why I make use of each!

Punctuation Marks Part 3: Rapid-fire descriptions of other punctuation characters: :, ;, @, #, $, ~, %, =, *, ^, +, &, _, > and >, {}, and []

When someone uses the term "rapid-fire", usually they are referring to a form of a question-and-answer system. Someone can ask "rapid-fire" questions, where the inquiring individual will ask questions very quickly to try to get answers out of the responding individual as quickly as possible – either to learn information rapidly, or perhaps as a form of a game. In this case, I am using the term rapid-fire to give brief descriptions and examples of the other common (by my observation, at least) punctuation characters in the English language. Generally, I will not be going into as much detail about each punctuation character as I did with each of the above characters of exclamation points, commas, quotations, hyphens, etc.

THE COLON (:) – A colon has few uses. It can be used before listing items. The character is usually used to shorten a sentence or group of words:

Example: This is a list of items: red fish, blue dog, green cat, orange butterfly.

And an example written without a colon:

Example: The list of items includes a red fish, a blue dog, a green cat, and an orange butterfly.

A colon is also used when giving the time:

Examples: It is 3:30 PM. That is 15:30 in by the "international" standard. An hour after this is 4:30 PM.

THE SEMICOLON (;) – A semicolon can be used to join two "incomplete" sentences or thoughts, as some English textbooks might say. These thoughts are usually related in some way. Semicolons are regarded as more powerful than a comma, when joining sentences, but less powerful than a period, which gives more of an impression of a full stop. Unlike a sentence, the following letter after a semicolon is not capitalized, unless it is someone's name or another proper noun (elucidated more in the next section).

> **Example**: Toby loves to eat fish; salmon is his favorite!
> **Example without semicolon**: Toby lobes to eat fish. He says salmon is his favorite!
> **Example**: I was great at baseball when I was younger; times have changed.
> **Example without semicolon**: I was great at baseball when I was younger, but times have changed.

One less common use is in a "serial list", where items that are listed with commas in each item – such as with cities and countries – need to be listed.

> **Example**: Here is a serial list of the places I went: Paris, France; Frankfurt, Germany; London, England.

Note, there is usually no "and" before the last item in this type of list, in comparison to a comma-separated list, though occasionally, one might find a serial list that has the word "and" before the final item.

THE "AT" SIGN (@) – This sign is most commonly used when giving out an e-mail address. The other form is a shorthand version for the word "at", though that use is mostly informal and uncommon, mostly in texts or shorthand written notes.

> **Example**: I'll see you @ 6:30 PM tonight! Send e-mails to Greg and Tiffany. Their respective e-mails are GregMan@gmail.com, and Tiffster@att.net.

THE POUND SIGN, OR HASHTAG (#) – The most common use for this is to "hashtag" something for a "tag" on a social media platform, such as Twitter. The other use is as shorthand for the word "number"

> **Example**: Did you see #12 on the blue team? Let's post #sucksatbaseball on her social media!

This would be read out loud as:

> **Example**: Did you see number twelve on the blue team? Let's post hashtag sucks-at-baseball on
> her social media!

THE DOLLAR SIGN ($) – This is used as a shorthand for the word "dollar" or "dollars" when giving a price or some other amount of United States dollar value. Note in the example below how the dollar sign comes before the number, but the word "dollar" is spoken *after* the dollar value.

> **Example**: That is $5.42, but you can just give me $6. I hope I win the $5 million lottery.

This would be read aloud as:

> **Example**: That is five dollars and 42 cents, but you can just give me six dollars.
> I hope I win the five million dollar lottery.

THE TILDE CHARACTER (~) – This is most often used to denote an approximation. It is often used in place of the word "about" or "approximately".

> **Example**: I was ~ six-years-old when I was ~ four-feet tall.
> **Example spoken**: I was about six-years-old when I was approximately four-feet tall.

THE PERCENT SIGN (%) – This character is used to denote a percentage. It usually comes immediately after a number.

> **Example**: The number "3" is 20% of the number 15. What is 1% of 1? The answer is 0.01.
> **Example spoken**: The number three is twenty percent of the number fifteen.
>   What is one percent of one? The answer is point-oh-one. (this is how this is usually said)

Uncommonly (at least from my experience) the "%" sign is used in place of the word "percent".

THE EQUAL SIGN (=) – This character is normally used in written mathematics, but it can also stand in for the word "equal", "equals", or "equal to" in shorthand, though it is uncommon.

> **Example**: 5 + 6 = 11. 8 − 7 = 1. That does not make apples = oranges.
> **Example spoken**: Five plus six equals eleven. Eight minus seven equals one.
>   That does not make apples equal to oranges.

THE ASTERISK (*) – There are a few uses for the asterisk. One use is in type-written mathematics to denote multiplication. An "x" can be used for the "times" sign (multiplication character), but since the "x" is used when writing words, it is logical to use an asterisk. An asterisk is also used in computer programming.

> **Example**: What is 5 * 7? It is rare to see numbers written-out like: three * four.
> **Example spoken**: What is five times seven? It is rare to see numbers written-out like: three times four.

Asterisks can be used as a way to censor "curse words" or words that are traditionally unacceptable in "formal" speech.

> **Example**: F*** off, you son of a b*tch!

They can also be used as footnotes to explain or define terms in a passage without taking away from the general feel of the passage.

> **Example**:
> In this passage we will talk about George Washington*1 and Abraham Lincoln*2. They were both presidents.
> Footnotes:
> *1 – *George Washington was the first president of the United States of America. The Washington Monument in Washington D.C. is named after him.*
> *2 – *Abraham Lincoln was the 13th president of the United States of America. The Lincoln Memorial in Washington D.C. is named after him.*

Note, here I did a "starred numerical footnote". This means that the asterisk combined with a number allows for multiple footnotes to be cited at the bottom of a page or at the conclusion of a document. Here, I italicized the text to make the example easier to understand.

THE CARET SIGN (^) – The caret (pronounced like carrot) is a very uncommon character in traditional English. Whenever I see this character, it is usually denoting mathematical exponentiation, such as "(enter a number) to the X power". See below:

> **Example**: The likely use of the caret is 5^2 and 4^9.
> **Example spoken**: The likely use of the caret is five-squared and four to the ninth power.
> **Bonus**: 5 squared, is 5 to the second power, which means 5*5=25. 4 to the 9th is 4*4*4*4*4*4*4*4*4=262144

THE PLUS SIGN (+) – The plus sign denotes addition of numbers. From my observation, I cannot recall another use in traditional English for this character, unless computer programming is taken into account.

> **Example**: What is 12 + 23? The answer is 35.
> **Example spoken**: What is twelve plus twenty-three. The answer is thirty-five.

THE AMPERSAND SIGN (&) – This character is used to replace the word "and" in shorthand. Typically, its use is informal, though depending on the situation, some formal documents and written texts will have this symbol in place of the word "and" and it is seen as traditionally acceptable.

> **Example**: We are going to bring water & wine.
> **Example spoken**: We are going to bring water and wine.

THE UNDERSCORE (_) – Sometimes the underscore is used like the asterisk was above, to censor out "bad words"

> **Example**: Don't be a sh_thead! F___ you!

In computers, underscores are used to represent a space where spaces are not allowed – such as in e-mails or file names

> **Example**: This e-mail has underscores: be_my_guest@yahoo.com. This file saves: my_document.doc

Another use includes multiple underscores in a row to indicate a missing word.

> **Example**: The quick brown fox jumped over the _____ dog. What word is missing?

THE GREATER THAN (>) **AND LESS THAN** (<) **SIGNS** – These signs are typically used only in mathematics.

> **Example**: Is 5 > 2? What about 4 < 5? Yes and yes!
> **Example spoken**: Is five greater than two? What about four less than five? Yes and yes!

THESE ARE BRACKETS ([ ]) – Similar to parentheses, which have corresponding "opening" and "closing" parenthesis, there are opening and closing brackets. In British English, these are called square brackets, "[ ]" and parentheses are called round brackets, "( )". The most common use for brackets is to include a citation of another author's work in the text.

> **Example**: The year that George Washington was born was February 22, 1732 [www.archives.gov].

THESE ARE BRACES ({ }) – Similar to parentheses and brackets, which have corresponding "opening" and "closing" characters, there are opening and closing braces. They are sometimes referred to as curly brackets. The use of these is the rarest in English, from my observation, which is why I left this as the last character to include. They are sometimes used when listing numbers, but usually this is only during mathematical terminology.

Example: The list of numbers is {2, 4, 6, 8}.
Example spoken: The list of numbers is two, four, six, and eight. (Note the "and" is not present in the example)

That about sums up the most commonly used punctuation marks and characters in English traditional writing and speaking! Now, onto parts of speech!

Parts of Speech – Nouns, Verbs, Adjective, Adverbs, and Prepositions

When trying to decide what to address first in English, I thought it would be most useful to start with the most basic and rudimentary (as I see them) aspects of the language. Here is an example to help to help address my concerns. Let us start with an example sentence.

Example: My dog likes to eat blue cake.

There are three types of words, which we often refer to as "parts of speech" in this sentence: nouns, verbs, and adjectives. I colorized them to make the example easier to follow and understand.

Nouns are objects. Commonly they are taught to be either people, places, things, or ideas.
Verbs are action words. They usually address what the noun is *doing*.
Adjectives are descriptor words. These words modify a noun by description.

In the sentence above, we can break it down further and identify each word with some more details to help us better understand English.

My – This word is an adjective that describes the noun, dog. In this case, my is a "possessive adjective".
dog – This word is a noun, as it falls into the categories: people, places, things, or ideas.
        It is also the "subject" of the sentence.
likes – This word is a "helper verb". It helps describe the main verb, "to eat", by expressing "like" – a *preference*.
to eat – This is in "infinitive verb" form, as it includes the word, "to" next to the "action verb", "eat".
blue – This word is a "descriptive adjective", since it describes the following noun, "cake"
cake – This last word in the sentence is also a noun, since it is a thing.

To help solidify this concept more, and introduce more "parts of speech", here is another example sentence.

Example: In the morning, he will quickly go to Germany.

In – This word is a preposition, part of the prepositional phrase, which here is "In the morning".
        Prepositions usually give time or direction of a noun. This is an "adjectival prepositional phrase",
        here since it describes the noun, "morning".
the – This is an "indefinite article adjective" since it describes morning, by specifying "the morning".
morning – This word is a noun, describing a place or thing.
he – This word is a pronoun, which stands in for a noun. More will be detailed about this later.
will – This is a "helper verb", but different from the previous example, in that it helps the
        operating verb "go" by putting it in the "definitive future tense".
quickly – This newly introduced part of speech is an "adverb" since it modifies the verb "go" by
        describing "how" it will happen.
go – The is the core verb that details the action of the subject noun, "he".
to – This is another preposition that points the direction the noun is going.
Germany – This is place, and also happens to be a "proper noun" since it is capitalized.
        More will be detailed about proper nouns later.

Uppercase, Lowercase and Capitalization uses in Traditionally Taught American English

In English, there are also two different types of letter "cases": Uppercase, and lowercase. The alphabet is drawn differently for each case:

Lowercase Alphabet: a b c d e f g h i j k l m n o p q r s t u v w x y z
Uppercase Alphabet: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The way that most individuals are taught American English is that the first letter of a sentence is capitalized, or the first word of a quoted sentence:

Example: This is a standard sentence.
Example: When she says, "Look over there!".

We are also taught to capitalize: the egocentric subject word, "I" (for the self), names of people, job titles, places on maps (geographic locations), nationalities, months, days of the week, holidays and some events, companies, colleges, religions, time periods, planets, languages, acronyms, and some "major words" of the titles of books, movies, or shows. Some examples include:

The self as the subject of the sentence: I
People: George Bush, Matt Montana, Nelson Mandela, Joseph Campbell, Aristotle
Job titles and professional titles: General Manager (enter name here), Dr., Mrs., Vice President, Senator
Places on maps (geographic locations): Montana, Canada, The Grand Canyon, Champs-Élysées
Nationalities: French, Greek, Italian, Mexican-American
Months: January, June, November
Days of the week: Monday, Thursday, Sunday
Holidays and events: Christmas, New Years Eve, Mardis-Gras
Companies: Nike, Wal-Mart, Monsanto, eBay (special capitalization exception)
Colleges: Harvard, The College of New Jersey
Religions: Catholic, Jewish, Muslim
Time Periods: Dark Ages, Renaissance, Stone Age
Planets: Mars, Jupiter, Saturn
Languages: Spanish, Russian, Mandarin Chinese
Acronyms: NASA, TEOTWAWKI (The end of the world as we know it)
Book and movie titles: Our Italian Husband, Harry Potter and the Chamber of Secrets, To Kill a Mockingbird

Ordering of Adjectives

While I do not recall learning too much about this in my early years of English education, I find that most people are generally familiar with the rule of the "order of adjectives". Try saying the following example sentences out loud to test out what I mean:

Example: There are five, pretty, big, blue, dancing dolphins.
Example: There are dancing, blue, big, pretty, five dolphins.

When speaking the preceding examples aloud, the second sentence feels very uncomfortable to say! In other languages, there are different ways to order adjectives than in English – sometimes even having adjectives come *after* the noun. In English, there are no adjectives that come after the noun. Note, when there are a list of more than two adjectives, a comma is usually used to separate each of them. There are nine main categories of adjectives that are ordered like so, with some example words that follow:

Determiner (usually specifics of quantity): one, two, five, a, an, the, both, my, your, some, many
Opinion: good, bad, great, beautiful, pretty, lovely
Size: huge, big, large, tiny, gigantic, enormous
Shape: flat, round, square, rectangular, wide
Age: young, old, new, three-year-old, youthful, antique
Color (Or color descriptor): red, black, yellow, blue, pale, bright, shining
Origin: French, American, Greek
Material: wooden, silk, gold, cotton
Purpose: writing, sleeping, running, dancing

***** "If I could have done it like _____ , I would have _____." – OMG SO BAD
*** In the perceptibly-intended-for-children's movie, "Finding Nemo", Dory, a personified (To personify is to give a non-human, usually a non-human animal, human-animal-like-typed characteristics, such as verbal speech, bodily motions and emotions. In this case personification, and

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Computer Text Styles: Underline, Italicize, Bold, Strikethrough, Font Types, Colorization, and Text Size

There are several ways to add styling to text in English (and other alphabetical) languages with a computer. Some of these stylings are able to be done with written text as well. There are generally accepted ways of using some of these styles, which will be explained below.

UNDERLINE – It is possible for text to be underlined, like this. According to the rules of English, as it was taught to me, the only time text is to be underlined is when there is a title of a book, such as, The Great Gatsby, or The Power of Myth. This can be done with written text or on a computer. Note, when referencing movies, articles, and other publications by title, usually they are put inside quotation marks (" "), not underlines. Some people will use underlined text

ITALICS – Text can also be italicized. *This puts the text on a slight slant, where the top part of each letter and character is shifted to the side slightly like this.* Italic text is unique to computers. Italics can provide emphasis or attention to specific words, but italics can also be used to indicate a word might differ in meaning or definition than what is traditionally acceptable. If there was thought to be a rough equivalent to written text, one way to draw emphasis to text is to capitalize one or all letters a word. They could also be put in quotations, as was described in the above section. Here are some examples:

> **Example Italics**: When I said I wanted to go to the store, I did not mean I *wanted* to go to the store!
> **Example Capitalized (1)**: When I said I wanted to go to the store, I did not mean I Wanted to go to the store!
> **Example Capitalized (2)**: When I said I wanted to go to the store, I did not mean I WANTED to go to the store!
> **Example Quote Emphasis**: When I said I wanted to go to the store, I did not mean I "wanted" to go to the store!

In this case, emphasis is being put on the fact that the word originally said – in this case, "wanted" – does not actually represent what the speaker is intending. This complicates English, as it means that individuals who speak with words sometimes do not actually mean (intend) what they say.

Here are some other examples:

> **Example Italics**: If you are really *really* hungry, then get on a plane and fly over for dinner!
> **Example Capitalized**: If you are really REALLY hungry, then get on a plane and fly over for dinner!

> **Example Italics**: But if she would only *look* at me, she would see how wonderful I am!
> **Example Capitalized**: But if she would only "look" at me, she would see how wonderful I am!
> **Example Explained**: Here, in this case, the word "look" might mean to look at someone

past physical appearance. Look usually refers to seeing with eyes, but here, it means something to the effect of "to know or understand".

BOLDED OR BOLD-FACE TEXT – Again, formatting text in this type of way is unique to computers, as it cannot really be replicated in written text. Making text bold, is essentially darkening each letter or character and making it thicker in appearance. **This is an example of bolded text**. I have already used bolded text multiple times since the start of this book. Usually, bold text brings emphasis to words – and it indeed makes words stand out to the eyes more-so than italics do. Some people use bold-face text to highlight a vocabulary word that will be later defined outside of the text it is used. This is done in a lot of grade school and college textbooks to help educate students about the definition and meaning of certain words.

      Example: (Assume this next written passage is taken from a geology textbook). The **igneous** rocks include gabbro, dacite, pegmatite, and basalt. For the **sedimentary** rocks, there can be chalk, shelly limestone, and sandstone. Perhaps the most interesting are **metamorphic** rocks which include marble, schist, and slate.

      (These words could be defined at the bottom of the page or perhaps in the glossary of the textbook)
Igneous – These rocks are formed from melted rock deep inside the Earth.
Sedimentary – Formed my layers of sand, silt, dead plants, and animal skeletons.
Metamorphic – These rocks are formed from other rocks that changed by heat
         and pressure underground.

The way that I have most commonly used bolded text, is to separate chapter or section titles, so that the eyes can be easily drawn to this style of text as they are skimming through this document and book. In this case, I do not think an examples are needed – just flip the pages or scroll through!

STRIKETHROUGH – Similar to underlined text, ~~strikethrough text is simply text with a line through the middle~~. The most common use for strikethrough text is when there is an attempt to show evidence of edited text. Seeing a line through text is more common in written text over computer-read text, but it is often referred to as "crossed out" text. Rarely, strikethrough is used in computer-written text, as the text can simply be deleted. Strikethrough text is most commonly seen in English textbooks to show where something was supposed to be removed, typically in favor of another style.

      Example: (This example is perhaps best visualized in an English grade-school textbook) Thomas likes to eat ~~peanuts and he likes to eat cake,~~ peanuts and cake, but if he ~~gains too much weight, and if he~~ looks too fat, then he might never go home!

The strikethrough used in the above example is meant to show how text was "crossed out" and removed, so that the same meaning and intention of the text is preserved, in favor of a more condensed format.

FONT TYPES – Unique to computers are different types of fonts. There are traditionally accepted fonts for high school and college papers and thesis statements. When I was in college, we would have to write our papers with "Times New Roman" style font. There are various types of fonts that authors and writers may use for various effects. Some fonts can give a "child-like" feel, while others can add the sensation of being more professional or refined. Here are some sample fonts:

      Example: This style of font is Calibri. At the time of writing, this is the font used throughout a majority of the book, mostly because it is the default (chosen by those who wrote and compiled this typing program – OneDrive and Microsoft Office) font. **This is what Calibri looks like in Bold**. *This is what it looks like in Italics*.
      Example: This style of font is Times New Roman. This is the font that, as far as I know, is still recommended and required for those submitting high school and college papers. **This is Times New Roman in Bold.** *This is Times New Roman in Italics.*

Example: This font is Comic Sans. It can give a more child-like, juvenile, or youthful taste. **This is the font in Bold.** *This is the font in Italics.*

Example: This font is Bradley Hand. It can give a kind of untidy scrawl-like feel, as if something is written rapidly. **This is the font in Bold.** *This is the font in Italics.*

Although font types are unique to computer writing, perhaps a way to think of a "hand-written font" different from "print"-style, is cursive writing. I learned cursive when I was in second or third grade (7-9 years-old) – in the late 1990's, before computers became used worldwide. Cursive writing is meant to increase the speed of hand-writing, while perceptibly streamlining the appearance of written text. We were taught to take notes in cursive, and told that it would be the only way we would write, never using print-style font again. Personally, when I write or take hand-written notes, I use some combination of both print and cursive style. To show the differences between print and cursive styles, here are some examples, with both uppercase and lowercase characters, with a sentence that incorporates all 26 letters of the English alphabet.

Example lowercase print: the quick brown fox jumps over the lazy dog.
Example uppercase print: THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG.
Example lowercase cursive: *the quick brown fox jumped over the lazy dog.*
Example uppercase cursive: *THE QUICK BROWN FOX JUMPED OVER THE LAZY DOG.*

I chose the font, "Dreaming Outloud Script", because it puts strong emphasis on how traditional cursive-writing is taught. Notice how each word has the letters connected between words, especially with the lowercase style. When one becomes skilled at cursive, there are some shortcuts that are taken which can make some individual's cursive style nearly impossible to read. Doctors are often stereotyped as having impossible-to-read cursive writing, especially when writing prescriptions for pharmaceutical drugs!

Some fonts are so complex or obscure in nature, that the letters they are supposed to be depicting are nearly indecipherable. There was a font when I was much younger, I can remember, that was called "Wingdings" and was just a series of triangles for each letter – all exactly the same size. I believe it was mostly done as a joke, or some sort of artistic entertainment style.

There are also some specialized fonts that people create and sell. Searching on the internet can reveal some of these more discreet fonts. Some people give away their artistic fonts for free after they spent time creating them. There are even some fonts that are meant to look like handwriting, and have multiple different ways of drawing the same letter, over and over, so it can be almost indistinguishable from written text.

COLORIZATION – In addition to being able to format text and alter the font style, text can be colorized with various colors on computers. Lighter-colored text, such as , light blue, or light green, is often discouraged, since the contrast of the colored text on a white background is more difficult to observe. If you, as the reader, are not colorblind (lacking the ability to see colors), you will notice that I have used colored text multiple times so far. You might have observed that I tried to use darker and deeper shades of colors, such as blue, purple, dark orange, and dark green, so that the contrast on the white background of the page would not hinder the ability to read the text. In order to make colored text not so... abrasive – as it sometimes feels it can be to me – occasionally, **I might bold some of the colored text**. Or I might even increase the text size, which brings me to the last segment of this chapter…

TEXT SIZE – Sometimes, individuals will alter the size of the text that they write in. Usually, relatively larger-sized text is used for children's books because the big letters are believed to be easier to read. Indeed, it is easier for teachers and parents to point to the letters and words for children when they are learning to read and write when the text is larger. Various-sized text is also used when making distinctions between different types of headings. Headings could be article or chapter titles, depending on the type of publication. This book, for example, has differently sized text for the title, chapter headings, and sub-chapter segments. Sometimes, font is used of a smaller size when there is a footnote or

reference item at the bottom of the page so it does not draw as much attention as the main text on a page. For some frame of reference, here are different samples of text sizes.

Examples: This whole line is in size 11, which is the font size that most of this book is written in.

THIS IS SIZE 8 FONT IN ALL UPPERCASE. **This is it in bold**, *and italics, just for fun.*

This is size 14 font, and why not, on the last line, let's also do size 18 font!

[*2] Traditional Greetings and Parting Verbal Communications

What are some Traditional Greetings in CCC-AESW? And what about "How are you?" [THREE STEPPED]
What are some ways greetings and introductions are used in American English? Perhaps a useful way to potentially improve comprehension about how greetings work might be to include an example from another language side-by-side with English examples. For this example, I will be doing the "THREE-STEP" approach that I talked about in the "**How to Use this Book**" chapter that was explained earlier.

STEP 1 – IDENTIFY EXAMPLES:
SAYING "HELLO", "HI", or "HEY" – In CCC-AESW, we are taught two words in greeting: "**Hi**" and "**Hello**". For an informal salutation, we are taught to say "**hey**".

In French, an "informal" (casual) way to greet someone, that one might use amongst friends and co-workers is to say "Salut!" (pronounced: "sah-loo"). This is roughly the English equivalent of the word "**Hi**!" A more formal (professional) way to greet someone in French is to say, "Bonjour!" which translates roughly to, "Good day!" or "**Hello**!" In Spanish, one might greet someone with "Hola!", which from my understanding, is roughly equivalent to "**Hi**" or "**Hello**" in English.

Sometimes, people add on a "there" to the greeting, so they say "**Hi** there" or "**Hey** there", though this is somewhat informal. If greeting someone that one has not met before, or one is relatively unacquainted with, depending on the assumed gender and age of the person, as well as their location in the United States, the word "Sir", "Miss", or "Ma'am" might get added to the end:
      Example: "Hello, Sir"
      Example: "Hey there, Ma'am"
      Example: "Hi Miss"
For the words "Miss" or "Ma'am", these words are more commonly used by males when speaking to females. "Ma'am" is more common for presumed females in the southern United States of a variety of ages, while "Ma'am" is used in the Northeastern United States more commonly for women who are presumed to be married or who are older, and most often in formal settings. "Miss" is used for relatively younger women (perhaps under 30 years of age), who are often presumed not to be married. "Sir" is a formal word used to address someone who is presumed to self-identify as a man, and more often in a relatively formal environment, such as at a place of employment or at a restaurant. The use of "Sir" is perceptibly more common in the southern United States.

If someone's name is known, then "**hey**", "**hi**", or "**hello**" might come before the individual who is to be addressed by name. Depending on the situation of interaction, the words "Mister", "Misses", "Miss", "Sir", or "Ma'am" might be used:
      Example: "Hello,

On a personal note, my mother has always hated being called "Ma'am", because she feels as if that word is reserved for "older" women, and she does not like the way it sounds. Following her preferences, I frequently used "Miss" instead of "Ma'am" when referring to presumed women when I worked as a waiter and bartender in NYC. It was usually the perceptibly older women who were happy to be called "Miss". I am sure that more than a few times, the amount left as a tip was increased because of the arguably "youthful" way I referenced some of these women.

FURTHER GREETING IN FRENCH AND SPANISH - For further greeting, in French, someone might say, "Comment ça va?" which translates approximately to "How's it going?" or "How are you?" The typical response to the French greeting is "Ça va bien," or in English, "I'm good" or "I'm fine". Other forms of English greeting include, "What's up?" or "What's good?"

In Spanish (En Español), it is not much different. Greetings include, "Que Tal?" and "Que pasa?" which translate roughly to "What's up" or "How are you?" in English. Though, from my experience, even if the responses are still somewhat impersonal – as these questions do not delve too deeply into another individual's life, they seem a bit more amiable when communicated in Spanish than in English.

SAYING "HOW ARE YOU?" – This is the standard "next level" (after "hi", "hey", and "hello") of interaction when coming to converse with someone. Depending on the situation and familiarity with those in correspondence, asking "How are you?", can be said just to give the impression of an increased desire for communication, without actually having true desire to converse. It can be said genuinely, to try to inquire about the well-being of the listener – though there are usually other phrases that might be used. Most often, from observation, it has been used as seemingly a longer way of greeting someone with "hello".

OTHER TRADITIONAL OR OCCASIONAL GREETINGS – Again, depending on the situation and location, as well as the relationship between individuals, other greetings can be used. I will attempt to run through a list below that identifies what some of these greetings are and in what situations they might be used.

How are you feeling? – This is more personal than "How are you?" To me, it conveys a more genuine knowledge of the well-being of the listener, and perhaps a desire for more conversation.

What's up? – I equate this to a slang way to say "How are you?". This is rather impersonal and does not indicate much desire for genuine knowledge of the well-being of the listener. This greeting is relatively informal, and is used more commonly amongst friends or in social non-professional settings.

How's it going? – Again, this greeting is roughly equated to "How are you?", but from past experience, usually the speaker has an increased intention for actually finding out how the listener might be in their life.

Nice day, isn't it? Or, if it's raining… **Crappy day, isn't it?** – These two greetings show that there is seemingly a small desire to interact with another person. People usually talk about the weather when they don't know what else to talk about. The weather is also an easy topic of conversation because it has an effect on everyone. Generally, people who use these types of greetings, discussing the quality of the day as if the quality depends on the type of weather outside, either if they are trying to seem amicable, even when they might not be, or to start a conversation that will be about more than the weather.

What day is it? Or something like, **Do you know what today's date is?** – These are casual greetings that may be used in an attempt to start a conversation with another person, or if someone is genuinely curious what the *day* of the week is (like the first greeting) or what the *numerical date* is of the month (like in the second greeting above).

What time is it? – This is similar to the above greeting, either making what we call "small talk" where people ask each other perceptibly unnecessary questions just to have a social interaction.

What brings you here? – This greeting is more common for travelers to hear when they are visiting a new area – especially when they have the appearance of being a tourist. Tourists are people who visit parts of the nation (or the world) to see new people, places, or things. Usually, the speaker is curious about why the listener (the tourist) has decided to explore whatever area they have chosen to visit.

Excuse Me, This might be said with perceptible tones of care, or out of habit. I have a segment dedicated to this common greeting, which I have observed more often between those who are previously unacquainted, especially in "formal" settings.

While these greetings have been listed for you with approximations and estimations of intent based on the words put together, the tone of voice, body language, and other observations of the speaker will likely be more indicative of desire to pursue further communication than the few words that the speaker put together. Remember, verbal communication is only a small part of total interaction.

SOME PARTING WORDS OR PHRASES ONE MIGHT USE WHEN SEPARATING FROM SOMEONE IN CONVERSATION – I think that if

-Afterall, your Eyes and Ears may be re-cording everything at all times, consciously, unconsciously, or somewhere in the middle, but they do not function the same way that a recording device does re-cording.

STEP 2 – DISCUSS PROBLEMS:
Personally, and from having talked to others who have analyzed the English language similar to the way that I have, I feel this greeting greatly devalues human interaction, whether formal or informal. The question is intentionally vague and does not beg a genuine or useful answer.

When one person asks another "How are you?", to respond with, "I'm good" or "I'm fine" is rather impersonal and non-descript. One friend that I spoke to before while I was incarcerated was discussing traditional American greetings with me. He said to me that whenever somebody asks him this question, it is an extremely personal question, and he feels almost offended when it is asked. Indeed, when I got to thinking about, when someone asks, "How are you?" while I usually respond, "I'm good" just to show that I mean no harm to the inquirer, what I want to say is, "I really don't think you want to know 'how I am' right now." Usually, my mind is plagued with many intricacies about the pains of life that me and other people are going through.

If I really wanted to answer the question accurately, about "*how*" I am, I might say something like, "Well, society at large is still governed by a system of capitalist consumerist competition that does not create joy, even among the 'highest' ranking members of that society. Everywhere I look, I see the problems of this power structure, so I am in a perpetual state of pain because I am seemingly unable to create a lasting positive impact no matter where I go or how hard I try. I am only talking to you because you are one of the last outlets of human interaction that I feel that I have. In truth, usually, I feel like I am only clinging to reality by a thread, but this brief '*how are you?*' conversation is giving me the littlest shred of hope. Help me! Save me! And please, since you asked me… *How are you* even able to keep walking in a straight line given everything in the world that you know that you are likely pretending doesn't exist!?"

Of course, if I actually tried to say this to anyone on any kind of daily basis, people might run away from me in fear. The depressing truth, is that many other people might share the same sentiment that I have, but they just don't know how to communicate it or handle it, which is understandable.

THE IDEA OF EXCUSING ONESELF WHEN ENTERING A CONVERSATION – If you grew up with CCC-AESW, you might not have a second thought of it, but for those observing English after having grown up in cultures outside of "Current Conventional America", they might notice more readily. People will say "**Excuse me**," before pursuing further conversation. This perceptibly-self-fault-finding-shame-blame phrase is seemingly expected in some relatively more formal environments. It is said between people who have not met before. Why is there an ingrained acceptance of a phrase which essentially apologizes for one's arrival?. There are arguments for why this statement is – but ask yourself – where did the widespread acceptance, at least perceptibly from my experience, of this phrase come from?
*back

STEP 3 – PROPOSE SOLUTIONS:

Since this traditional greeting is so widely accepted and used, I believe there is a great need for a new one. When I was learning Mandarin Chinese, I was taught the greeting: "Ni che le ma?" Tonal: "Nǐ chī le ma?" (Simplified: 你吃了吗, Traditional: 你吃了嗎), which can be shortened to "Chī le ma?" (吃了吗) which translates roughly to, "Have you eaten yet?" While this greeting can be used formally or informally (depending on the situation, from my understanding), it equates more to the English greeting of, "How are you?" – meaning that it does not actually invite someone to eat with you or a meal, but it is more done out of "politeness" for lack of a better word.

Despite this Mandarin Chinese greeting that does not forward conversation very much, similar to the English greeting, I believe there is some logic to its presentation and it helps me present my alternative suggestion. Perhaps there is some origin in actually trying to feed hungry people. Then, the greeting, if we were to say it in English, "Have you eaten today?" would be very productive. If the person says, "no", it may imply that they are hungry and in need of food or sustenance of some kind.

When I thought about this more, I wondered to myself, what if there was some way that this question could be taken more literally, as a way to perhaps indicate that there is a desire for further communication. For this type of greeting that I am thinking about, you might be walking past somebody as a casual observer and notice that there is someone performing some type of activity. My first thought was, "What are you doing?" as a way to greet someone, but then I realized that many people might find this perceptibly invasive or offensive and probably would turn away from further communication. A few other phrases turned through my mind about what alternatives could be, but what I settled on was some form of "Hello, might I help you?"

After reading through this whole book, the anatomy of the phrase might make more sense, however, if I could try to explain it so far, I suppose I could condense it into something understandable for the reader. First, let us take it apart word by word for analysis.

Hello – This is said to initiate communication and show that you desire to talk to someone else. Since it is two syllables ("Heh" and "Lo"), it might draw the attention of the listener more closely.

might – There are a few different operating verbs here that could have been used. I can remember when I was younger, in school, if we had to use the bathroom (for urination or defecation), and we said, "Can I use the bathroom?" the teacher might sometimes say, "I don't know *can you*?" emphasizing the word "can" meaning merely the ability to do something. They would usually encourage us to say, "May I use the bathroom?" I prefer the word, "might" for various reasons that will be elaborated on later in this book.

I – This draws the focus to the self, the asking person, showing that there is some level of personal connection. In other words, keeping the "I" in the question is more connective to another person than simply saying something like, "You need help?"

help – Humans are a social species. This is evidenced by the tribal nature of people that has been observed historically. Also consider how dependent a newborn child is on a mother and for how long of a period of time it is. ALL people need help in one way or another in order to live a fulfilling life. The word "help" shows concern or compassion (depending on the situation) to some degree.

you? – Similar to having the word "I" in the sentence as stated above, having the word, "you" makes this question more connective and personal from one person to another.

Now, the purpose of this greeting is to develop some type of connection with another person. My goal by making this suggestion is to attempt to have a greater number of people forge relationships of genuine compassion for one another. As previously stated, since we are a naturally social species, it is actually your inherent desire to help people – though admittedly, you may not always actually want to help someone else. So please, if you are going to attempt this greeting in a given situation, try to make sure that you would actually want to help the person you are talking to in some way. If you do not genuinely want to provide assistance in some way at that time, then do not ask, "Might I help you?" Since I do not like how impersonal the common greetings, "How are you?" and "What's up?" are, my suggestion would be just to keep it at a simple, but hopefully enthusiastic, "Hello" then.

Assuming that this greeting was done genuinely, one might notice that this question is formulated to receive either a "yes" or "no" response. These types of questions are usually called "binary questions" or "polar questions". From my observation though, it is uncommon for someone to reply with a flat, "No!" as it may be regarded as rude or impolite. Usually, when one wants to deny help, they might say something like, "I'm fine." Depending on the tone of voice and body language of the responder, it could mean, "While I just said, 'I'm fine,' I could probably use some help, but I feel bad asking for it." Or, it could mean, "While I desperately need to interact with people socially, I have so few interactions in my daily life, that your asking me if I might want help is so surprising and overwhelming that I just want to get out of this conversation as soon as possible so I am electing to say, 'I'm fine'."

If the responding person makes it rather clear that they do not wish to communicate any further either by saying, "No" or giving some other body language clues that they do not want to communicate, such as a shake of the head from side-to-side, or by turning the body away, then it might be time to pause your attempt, at least for the time being. Facial expressions can also be indicative of a refusal of communication. Of course, if it is not clear, you could always ask further, perhaps by saying, "What was that?" or "Are you sure?" to try to determine this. The unfortunate reality is that many people have forgotten that as a human we are social in nature, and so, they will not pursue active communication with others.

If they do reply affirmatively or positively, this is your opportunity to form a connection with another human being! If this is unfamiliar to you, you may even want mention to the responding individual that it is, saying something like, "I do not do this very often, but I am looking to meet new people and help them out so I can improve my own quality of life!" I can almost feel some readers chuckling at how "silly" or "stupid" this sounds, but the reality is that the lonelier and more separate we are from people in general, the more depressed and miserable we become. For now, try to keep some of these thoughts in the back of your head as you keep reading the book to see how your feelings might change over time!

Pronouns [THREE STEPPED]

When it comes to the nomenclature of some of the rules in traditionally taught English, I often develop feelings of pain and aggravation. To call what I am about to describe as a "*pro*"-noun is not only misleading, but it gives the impression that the use of these words are more powerful than they are. Perhaps a better name for what these words are would be substinoun – a combination of the word "substitution" and "noun" – since this is a better description of the functionality of these words. I will try to save my concerns and grievances until STEP 2, of the THREE STEP

STEP 1 – IDENTIFY EXAMPLES:
Pronouns are words that are substituted for nouns typically when either the individual (human or otherwise) is not known, often times biased towards the masculine gender, or when the individual is known, then pronouns are used as a kind of shorthand. These words can give speech a greater variability and give it the appearance of a more smooth and fluid "finessed" style. Without pronouns, there can be a rather "redundant" style of communication.

PERSONAL PRONOUNS - We will start with "personal pronouns" – which are pronouns that refer to specific groups or individuals. Personal pronouns include: I/me, she/her, he/him, they/them, we/us, and you.

These first examples will show times when people "assume" the gender of someone and use a pronoun when they are referencing one or more people they do not know. I used examples of when people are in traffic and complaining about those around them, as this seems to be a relatively common use, from my experience. They are denoted by blue-colored font and bold-face text.

> **Example**: Ugh there is so much traffic today. I wonder what **he** is going to do in front of **me** here.
> **Example**: **He** just cut **me** off. Why won't **he** just get out of my way!

These examples show when a noun is made into a personal pronoun. *Italicized dark orange* font will show the standard noun. **Blue-colored-bold** font will be indicative of the personal pronouns again. Below, you will see how replacing "Dr. Stevenson" with "she" in the first example can condense the sentence, while preserving the meaning, and also cause the sentence to seemingly "flow" better.

> **Example no pronouns**: *Dr. Stevenson* is going to the store. *Dr. Stevenson* is going to get tomatoes, then *Dr. Stevenson* will come back home.
> **Example with pronouns**: *Dr. Stevenson* is going to the store. **She** is going to get tomatoes, then **she** will come back home.

In this next example, we can see how "*the students and the teacher*" will be replaced by "**they**". This can greatly reduce the perceived redundancy of communication, and make the sentence much shorter.

> **Example no pronouns**: *The students and the teacher* are going to solve the problem. *The students and the teacher* have been working for weeks, and have gathered all the *students' and the teacher's* data today.
> **Example with pronouns**: *The students and the teacher* are going to solve the problem. **They** have been working for weeks, and have gathered all **their** data today.

POSSESSIVE PRONOUNS – You may have noticed in the above example that the word "**their**" was not listed in the list of personal **pronouns** – and it is not a personal **pronoun** – but I blue-bolded the text to draw emphasis and link it to this next example about possessive **pronouns**. Possessive **pronouns** are **pronouns** that show possession, and include the words: **my**, **your**, **our**, **their**, **his**, **her**, **mine**, **yours**, **ours**, **his**, **hers**, **theirs**, and **its**.

> **Example**: They needed a new microwave oven, so I gave them **mine**.
> **Example**: (Pointing at an object) Is that **ours**?

They can also be used as possessive adjectives if they come before a noun.

Example: Since you and I drive the car, we can call it **our** car.
Example: Isn't that **my** bike that you are riding?
Example: Why are you eating **his** apple? Go and drink **your** juice!

In the next chapter I go into the topic of possession in much greater detail, including a discussion on possessive pronouns.

ANTECEDENTS – These types of **pronouns** refer back to the noun, usually within the same sentence, but sometimes they will appear in a separate sentence. These are more commonly used in written words or when giving speeches, since during a conversation, the individual(s) that you are talking to will presumably know what you are talking about. Antecedents are necessary because pronouns are very versatile. "**It**" and "**they**" can refer to many different things or people. Think about it – "**it**" can refer to a bike, a tree, a car, a city, or a country! The word "**it**" in the aforementioned phrase, "think about it" also shows another use of the word – part of an agenda-conditioned-English phrase. I detail more about this style of compiling words in English in the "Slogans" chapter. Antecedents aren't necessary when the reader/listener knows and does not feel compelled to question who or what you're discussing. Again, *dark-italicized-orange* is used to indicate the *noun*, and **blue-bolded-text** is used to identify the **pronouns**.

Example: That *creature* is too far away that **it** can't be seen. (Common use for it refers to non-human animals. This is dangerous as it creates a greater division in mind of human animals and non-human animals. It leads to the perception that non-human animals are closer to non-living objects or things. This makes it easier to sell flesh-meat, and other animal parts and products that are (oftentimes, seemingly) tortured, slayed, and harvested).
Example: That's when *Topeka* started saying **she** drove into town.
Example: *Red* and *orange* are colors. Red is my favorite of the two of **them**.
Example: If *the ants* keep walking into the shadow, then **they** might disappear. That's the end of **them**!

RELATIVE PRONOUNS – When I was first reviewing Grammarly.com's information about **pronouns**, I had not originally remembered that these words were considered **pronouns**, but after reading the author's description of relative **pronouns**, I was able to grasp (perceptibly-comprehend-understand) it. Since this is a book about the many aspects of English, let us take the nomenclature (the naming of something) into consideration by looking at the first word, "relative". On its own, the word "relative" has multiple meanings, falling into the category of a "**DoubleSpeak**" word; the details of that concept are further explained in a later chapter. "Relative" can mean any member of the family – a brother, parent, father-in-law, cousin, etc.: "We are getting some relatives together for dinner." "Relative" can also mean an approximate equality between objects or things: "Apples are relatively the same as oranges because they are both round. Cows and dogs are relatively the same because they are both cute furry animals that stand on four legs." The latter definition of "relative" falls more into the category of a **Judgmental Perspective Word**, which has an entire chapter dedicated to that concept as well. With the common definitions of "relative" known, how can we define relative **pronouns**? Relative **pronouns** encompass (include): **that**, **who**, **whose**, **whoever**, **whom**, **whomever**, **which**, and **where**. **Who** and **whom** usually refers to people. **Which**, **what**, and **that** usually refer to animals, objects, or things (creating problems similar to the red-text about the word "it" in one of the above **examples**). Relative **pronouns** might be helpful in a sentence to provide greater detail or meaning for the *subject noun*. They can be used to connect adjectives and other descriptive words to the *subject*. When looking for these relative **pronouns** in a sentence, it helps to use examples.

Example: *The person* **who** is eating bread does not know me.
Example no relative pronoun: *The person* is eating bread. *The person* does not know me.

Example: The dog ate *the stapler* **that** I bought last week.
Example no relative pronoun: The dog ate *the stapler*. I bought *the stapler* last week.

Example: *The lazy cat*, **whose** chew-toy keeps squeaking, loves to play!
Example no relative pronoun: *The lazy cat* has a chew-toy that keeps squeaking. *The lazy cat* loves to play!

Example: Why do *the teachers*, **who** like to eat cake, teach seemingly so slowly?
Example no relative pronoun: *The teachers* like to eat cake. Why do *the teachers* seemingly teach so slowly?

Example: *The old gray car*, **which** is older than I am, still functions well!
Example no relative pronoun: *The old gray car* is older than I am! *The old gray car* still functions well.

Here, it can be observed that using relative **pronouns**, the sentence can be condensed and can seem to "flow" better. There is less repetition of *subject nouns* and some might argue that it just "feels" more enjoyable to converse this way. I believe this acceptability is more of a conditioned habit in TT-AE, however, these words do not seem to greatly impede conversation. Once they are understood, the general meaning and understanding of the sentence is still preserved.

QUICKNOTE **WHO VS. WHOM – WHEN TO USE**? - For those of you who did not learn English as a first language, this dilemma is actually rather common among those who were instructed on TT-American English throughout their life. The words are similar in construct – the only difference being the letter "m" that is added onto the end of the word "**who**". Admittedly, when I was younger and unsure of which word to use – "**who**" or "**whom**" – I would sometimes use the word "**whom**" just to sound like I was expressing what I thought sounded like more "intelligent" language in conversation, regardless of what the rules were! *After all* (check for this phrase in the slogans chapter), when someone uses the word "**whom**", it usually can give the appearance of someone sounding more intelligent – at least it did to me! As for the actual rule of TT-AE, "**who**" is used for the subject of the sentence, and "**whom**" is for the object of a verb or preposition.

Example: **Who** are you?
Example: To **whom** will you sending this? (Object of the preposition – "to")
Example: Into **whom** will you be sticking that needle? (Object of the preposition – "into")
Example: She is the person **whom** I saw yesterday.
Example: **Who** wins is determined by the acquired skill.

DEMONSTRATIVE PRONOUNS – Similar to when we analyzed the word "relative" above, the word "demonstrative" has multiple meanings. It can mean tending to show feelings, usually of affection, as in: "We are a very physically demonstrative family". It can also mean serving as conclusive evidence of something, such as "demonstrative evidence". As for demonstrative **pronouns** themselves, they seem to function similarly to relative **pronouns**, in that they take the place of a *noun* or *noun phrase* that has clearly been identified and mentioned. These words include: **this**, **that**, **these**, and **those**.

Example: Here is *the very old book*. Who put **this** here?
Example no pronoun: Here is *the very old book*. Who put *the very old book here*?

Example: I am so happy to hear about *your new company*! **This** is great news!
Example no pronoun: I am so happy to hear about *your new company*! *Your new company* is great news!
Example: When you smelled *the pink roses* over there, did **those** remind you of home?
Example no pronoun: When you smelled *the pink roses* over there, did *the pink roses* remind you of home?

INDEFINITE PRONOUNS – If something is "definite", then that means that it is certain or sure to happen. If something is "indefinite", it is usually unclear, unknown, or uncertain to happen. In the realm of pronouns, "**indefinite pronouns**" are used when a reference to a specific person or thing is not necessary. These words include: **one**, **other**, **none**, **some**, **anybody**, **everybody**, and **no one**.

Example: **Everybody** believes that because it makes the most sense!

Example: **Nobody** knows the trouble that I have seen.
Example: It matters more to **some** than it does to others.

REFLEXIVE AND INTENSIVE PRONOUNS – These words end in -self or -selves, and include: **myself**, **yourself**, **himself**, **herself**, **itself**, **oneself**, **ourselves**, **yourselves**, **themselves**. Reflexive **pronouns** are used when both the subject and the object of a verb refer to the same person or thing.

Example: *He* checked **himself** out of the hotel room early.
Example: *I* can see **myself** in the mirror.

Intensive **pronouns** are similar to reflexive **pronouns**, but their common purpose is to add emphasis

Example: Are *you* going to do that **yourself**?
Example: *We* asked **ourselves**, is this possible?

As a personal note, I find that these words were added in to complexify communication with traditionally taught American English. They draw an increased amount of attention to the self. If the reflexive or intensive pronouns are removed from the above sentences, one might notice that the meaning and flow of the sentence is still mostly retained.

INTERROGATIVE PRONOUNS – What I refer to later as "operating question words", are actually **interrogative pronouns**, and frequently come at the start of a sentence when asking a question. These **pronouns** are: **who**, **what**, **which**, and **whose**.

Example: **What** is your name?
Example: **Who** wants this box of coffee?
Example: **Which** show will we go see?
Example: **Whose** shirt is this?

At first, I had not thought of these as pronouns, but after some reflection, one can see how there is no specific noun that is named when the question is asked. They do point the listener in the direction of assigning the noun that is sought after in this type of speaking.

STEP 2 – DISCUSS PROBLEMS:
While there were a variety of pronouns discussed above, some seem to provide more helpful use than others. Additionally, some may seem to make spoken language more condensed and possibly easier-to-understand, while others might hinder the flow or meaning of a sentence. Since I learned English as my primary language, and was immersed in American culture, I will admit I am likely rather biased towards the use of some of these pronouns, but if I explain why I chose to take a liking to some of the uses that I did, I might be able to better bridge the gap!

PERSONALLY ACCEPTABLE USES – When it comes to the interrogative pronouns that were just mentioned, I find these useful, as they can put a direction on the topic of the question so as to better get an answer. Reflexive and intensive pronouns also do not seem to pose a barricade to understanding, as they are more often used to further enhance the direction of the subject of the sentence.

As for relative and demonstrative pronouns, although it may take some extra time for the non-primary English learner to understand the concept, for those in the population of primarily and MCT-AESW, it might be easier to keep these uses

for the time being. Interrogative pronouns are also useful, as they assist with the asking of questions and acquisition of information from others.

Now, when actually discussing the problems in this section, three of the above classifications of pronouns come to the front of my mind: **Personal Pronouns**, **Possessive Pronouns**, and **Indefinite Pronouns**.

PROBLEMATIC PERSONAL PRONOUNS #1, GENDER IDENTITY – Personal pronouns can bring up issues of gender stereotyping. There is an inherent bias of MCT-AESW towards the masculine gender, which means that oftentimes, gender is "assumed" to be male. This can offend some people who would rather not be described using masculine pronouns. The issues of "preferred pronouns" has become more popular in mainstream media and traditional conversation, since in modern times, people are refusing to be identified with what was once considered traditionally "masculine" or "feminine". Indeed, now it is a common question to ask, and this can be observed in some computer questionnaires, perhaps when registering for a new user account on a website, what an individual's "preferred pronouns" might be.

These "preferred pronouns" can get particularly confusing, as there are some "gender neutral" pronouns that many would find unrecognizable in typical conversation. These include, "ae", "xe", "ve", "ze", "fae", "per", and "they". When the gender neutral pronoun comes to "they/them/theirs", it can get more confusing, especially if an individual person is being discussed, as these pronouns are normally used for use with multiple individuals. The other pronouns would require explanation by the speaker to the listeners, so that they can be more easily referenced in common conversation. I can understand the origin of some of them, such as "per", as being short for "person" and having variable forms, such as "per/pers/perself", but some of the other proposed gender-neutral pronouns, such as "xe" or "fae" require elaborate explanations that can sometimes confuse those in conversation, and even be off-putting to some individuals who do not have the patience to keep up with this type of conversation. I proposed a couple solutions to this in the STEP 3 – PROPOSE SOLUTIONS section below.

PROBLEMATIC PERSONAL PRONOUNS #2, UNCERTAINTY OF INDIVIDUAL IN SPEAKING – This issue has happened to me quite often when speaking to people, whether in casual or formal conversation. Someone will use a pronoun, whether it is "she", "he", or "they", and I will not know exactly who the speaker is talking about.

> **Example**: That's when **she** came forward and testified against **her**.

For this example, it is unclear who the "**she**" is, and who the "**her**" is – and in this example that can be quite a big deal because it takes place in a court room. In this example, which was taken out of context, we cannot be sure which "**she**" and which "**her**" are being referred to. Did she testify against herself? Was there another female present? This is yet another problem that the use of pronouns can cause.

> **Example**: **They** are going to go get **them** after the show is over.

Again, in this example, it is unclear which "**they**" is going to get which "**them**" at the conclusion of the show. Presumably, in these two examples, this is just an excerpt of conversation, however, when people go into longer stories about different people, sometimes the pronouns can allow for an uncertainty of which "**she**" or "**they**" someone might be talking about.

THE USE OF INDEFINITE PRONOUNS CAN DEVALUE COMMUNICATION – If you remember back to STEP 1 above, indefinite pronouns are **one**, **other**, **none**, **some**, **anybody**, **everybody**, and **no one**. The way that these pronouns are often used permits for a very nondescript and unclear means of conveying information. People often use these words without thought of how the other person who is listening might understand what the speaker is saying.

So now… What might we do?

My hope is that I have been able to so far elucidate, both with examples and explanations, that pronouns of different types can devalue communication in some ways, and create barriers of understanding between speakers and listeners. Having discussed some of these problems with others, I came to a few possible alternatives.

THE USE OF THE WORD "ONE" AS A PRONOUN TO SUBSTITUTE FOR AN INDIVIDUAL OF UNKNOWN GENDER – This is a way of speaking that is used in some old novels, if I remember correctly. It will likely take some getting used to for the average MCT-AESW speaker, but I believe that acclimating to this style of speaking will resolve any barriers or "hiccups" when referencing people of unknown gender. This will help mitigate the use of "he" when we do not know the gender of the person being discussed. Examples of this will probably best indicate what I am describing:

> **Example with "One"**: Before **one** goes to the store, **one** can fill the car with gas.
> **Example with pronouns**: Before she goes to the store, she can fill the car with gas.

> **Example with "One"**: Oh, here we go again. **One** just cut me off in traffic. I want **one** to understand!
> **Example with pronouns**: Oh, here we go again. He just cut me off in traffic. I want him to understand!

Notice how the use of this word is more general. It does not interrupt the overall flow of the conversation, and it provides a gender-neutral pronoun that can be used when the name and/or gender of the individual being discussed is uncertain. Speaking in this way likely will feel unfamiliar and foreign, but perhaps in some time, individuals could get used to speaking in this manner, freeing up gender bias, and facilitating a more equivalent exchange of communication

> **Example with "One"**: Well, John likes to eat cake. **One** can see that when **one** simply watches John for a minute.
> **Example with pronouns**: Well, John likes to eat cake. Anyone can see that when a person simply watches John for a minute.

In this last set of examples, the use of the word "**one**" can substitute for any general person, and eliminates the confusion about who is being discussed, since John is mentioned by name. In this particular example, using the word "**one**" actually condenses the sentence in length, while still retaining the meaning.

ABOLITION OF PRONOUNS IN FAVOR OF MORE REDUNDANT SPEAKING OF NAMES – Instead of using pronouns to condense MCT-AESW, this is a proposition to eliminate the use of most pronouns, specifically personal pronouns and indefinite pronouns, in favor of using an individual's name. This would solve the problem of not knowing the gender of the person who is being discussed, and it will eliminate the confusion of exactly who is being referenced when pronouns are being used, which would be most useful when multiple names are brought up during long stories. The downside to this type of communication is that it may sound more redundant and break up the general flow of traditional speaking:

> **Example**: **Sarah** went to the store to get **Sarah's** groceries so that **Sarah** would have enough food to eat.
> **Example with pronouns**: **Sarah** went to the store to get her groceries so that she would have enough food to eat.

This can get a bit more exhausting when there is a "they" that would otherwise be repeated over and over again, as seen in the following example.

> **Example**: **Tim and Jeremy** and Michael and Alice are going to be at the show. Hopefully, Michael and Alice will want to see **Tim and Jeremy's** video submission. After all, **Tim and Jeremy** worked on it for hours!

When there is a combination of people where there would otherwise be a "they", "their", or "them" pronoun, it is less confusing to repeat the names over and over (There is no discrepancy between when Tim and Jeremy are being

discussed, versus Michael and Alice), however, there is a bit of redundancy to the language when it is spoken out loud this way.

ABOLITION OF PRONOUNS SO THAT ANOTHER SENTENCE STRUCTURE MIGHT FORM? – Perhaps there can be a way for words and sentences to be reorganized so that pronouns were not even necessary, depending on the current situation. I only have a few thoughts in the meantime.

> **Example with pronouns**: After a long day at Mike's job, he went to the store. He was angry that his wife told him to go to the store.
> **Example pronouns removed**: After a long day at Mike's job, went to the store. Was angry that wife told to go to the store.

Removing so few words might make it more confusing at this point, so this proposed alteration might need some adjustment.

> **Example with pronouns**: She just keeps on taking her time. She will never achieve her goals.
> **Example pronouns removed**:

Contractions and the use of the Apostrophe [THREE STEP]

THE NOMENCLATURE OF CONTRACTIONS – I find it problematic and troubling that the word that is used to describe the joining of two words is called a "contraction" as there is no *contract* happening for this to happen, but that is a topic for the chapter of **DoubleSpeak**. There are also examples of other uses of the word contract and contraction in the glossary that further address doublespeak. Otherwise, contractions are a unique type of word that combines two or more other words in a type of shorthand

STEP 1 – IDENTIFY EXPAMPLES:
EXAMPLES OF POSSESSION WITH APOSTROPHE (NOT A CONTRACTION) – Before going into contractions where two word are joined together, it might be useful to illustrate the other common use of the apostrophe in traditionally taught English: possession. When you see a "'s" following a word, usually a **name** or other **noun** that is not a pronoun, it is to indicate that the **object** "belongs to", or is "owned by" the **noun**. This will be further detailed in the next chapter about "**Possessive Speak**", but having side-by-side examples here might make it easier to understand how contractions form versus when something is "owned by" something else.

> **Example of possession**: That is the **dog's collar**. But **who's collar** is this?
> **Example of possession**: If **Dr. Louis's lab coat** needs to be cleaned, go to **Clyde's Cleaners**.
> **Example of possession**: Before the **team's show**. **Mr. Montana's face** will need to be seen everywhere!

CONTRACTION EXAMPLES WITH "IS" AND OTHER "TO BE" WORDS – The following are examples of **contractions** with the word "is":

> **Non-possession contraction**: **That's** my dog. **It's** time to go. **He's** going to be late!
> **Example without contraction**: **That is** my dog. **It is** time to go. **He is** going to be late.

> **Non-possession contraction**: **What's** the activity we are doing later? I hope **it's** going to be fun.
> **Example without contraction**: **What is** the activity we are doing later? I hope **it is** going to be fun.

Here, we can see that contractions can add a certain "rapidity" to spoken English, as well as condense the overall sentence. The "i" is dropped from the "is" and it is made a "'s" and conjoined to the word that precedes it. After being joined to the word before it, contractions are now considered a **single word** even though they are made up of **two smaller words**.

Here are other examples that use conjugations of the verb, "to be".

> **Example contraction**: **I'm** good. **He's** good. **You're** good. **We're** good. **They're** good.
> **Example without contraction**: **I am** good. **He is** good. **You are** good. **We are** good. **They are** good.

CONTRACTION EXAMPLES WITH OTHER MODAL VERBS – These modal verbs are typically found to be contracted. Modal verbs include, "**can**", "**will**", "**might**", "**must**", "**should**", "**would**", and "**could**".

> **Example contraction**: I **might've** been there. He **must've** done that. You **should've** helped. We **would've** helped.
> **Example without contraction**: I **might have** been there. He **must have** done that. You **should have** helped. We **would have** helped.

Again, here we can see in the above examples how contractions can condense sentences and improve the flow of communication without sacrificing the meaning.

CONTRACTION EXAMPLES WITH NEGATION WORDS (NOT) – Another common use for contractions is when negating statements with the use of the word "not".

> **Example contraction**: It **isn't** going to be hot today. We **won't** go outside and it **won't** rain.
> **Example without contraction**: It **is not** going to be hot today. We **will not** go outside and it will not rain.

> **Example contraction**: He **isn't** happy. He **hasn't** seen his sister and he **won't** see her either.
> **Example without contraction**: He **is not** happy. He **has not** seen his sister and he **will not** see her either.

> **Example contraction**: I **hadn't** thought of that. You **aren't** going to be there. They **won't** be either.
> **Example without contraction**: I **had not** thought of that. You **are not** going to be there. They **will not** be either.

One can see here, that as long as there is a verb, whether it is "**is**", "**has**", "**had**", "**have**", "**will**", "**are**", or some other formulation of the verb "**to be**" or "**to have**", that the word "**not**" can be made into a contraction with these verbs. One can also see that the tense does not matter, past, present, or future verb tenses all can be made into contractions.

STEP 2 – DISCUSS PROBLEMS:
CONTRACTIONS SOFTEN NEGATION, POSSIBLY DEVALUING OR LESSENING THE EFFECT OF NEGATION – The most important example of this is when using the word "cannot" to say "can't". From my observation, I have found that the word "can't" flows more easily when spoken, and does not sound as intense, relatively speaking, when compared to using the word "cannot". See these examples below:

> **Example contraction**: He **can't** go. I **can't** see you. We **can't** be there.
> **Example without contraction**: He **cannot** go. I **cannot** see you. We **cannot** be there.

If the reader tries to say these examples out loud, it becomes easier to hear the emphasis on the "not" part of the word "cannot". It gives it a more definitive tone. Indeed, when parents are trying to tell a child they "cannot" do something, it has a greater effect than if they were to tell the child they "can't do it.

On another note, when it comes to MCT-AESW and the rapid speak that usually happens among those quite fluent with the language, there are times when a listening individual has to stop a speaker because they are unsure if whether the speaker said "can" or "can't". In rapid-speak, I have personally witnessed several occasions when one goes to the speaker, "Oh, I thought you said we *can* do it, not we *can't* do it." This confusion can cause huge problems. Try speaking the following examples out loud with increased speed:

Example: I can't do it. I can do it. He can't do it. He can do it. We can do it. We can't do it. Can can't can can't!

Now observe what that sentence is like without the "can't" contraction:

Example: I cannot do it. I can do it. He cannot do it. He can do it. We can do it. We cannot do it. Can cannot can cannot!

It becomes easier to see the difference if the contraction it not used, especially when speaking the sentences out loud!

Another example of this is with the negative contraction of "are" and "not" to make "aren't". To get an idea of how rapid-speak in MCT-AESW can be problematic, try saying the following example out loud with increased speed:

Example: We are/aren't there. You aren't, are you? They are. You aren't. You are. They are. We are, aren't we?

Again, now observe what this example looks like without contractions:

Example: We are/are not there. You are not, are you? They are. You are not. You are. They are. We are, are we not?

Even if you spoke the above example with relatively increased speed, seeing the "are" and "not" separated from the contraction, "aren't" allows for a greater likelihood of full understanding, without confusion.

STEP 3 – PROPSE SOLUTIONS:
Contractions:

*Are and Aren't sound the same when spoken in traditional-speed-speak
*Cannot and Can't, in speech similarity

-Shortened Slang (Discuss syllables)
-Approximations

PrepPow   **The Power of Prepositional Placement**

This was another chapter that was added after the majority of the chapters had already been conceptualized, organized, and placed. When crafting the title for the chapter, having three "P's" line up in such a way seemed like such wonderful and thought-provoking alliteration (Alliteration is when there is a repeat of the same beginning letter or sound across multiple words, usually consecutively). One day, I began to think while I was in a half-woken state lying in bed, that for many words that do not necessarily have a ***DoubleSpeak*** (These are words or phrases that have multiple, usually very different definitions – such as the word, "letter" which could be defined as "an alphabetical character in an alphabet" or as "a piece of mail to be sent or received". See the chapter on ***DoubleSpeak*** for more information) set of definitions, particularly some verbs, their meanings could be greatly altered by either adding or changing a preposition that is paired with it. Before elaborating more on those words and their altered meanings, here is a bit of background on prepositions…

WHAT ARE PREPOSITIONS – Prepositions serve multiple functions. They can tell us where one noun is in relation to another. They can also communicate abstract ideas such as purpose or contrast. They might help indicate where or when something happened. Prepositions indicate direction, time, location, and spatial relationships. When it comes to choosing which preposition might work best for a given circumstance, there are certain rules for which prepositions to use at which times that we are taught in CCC-AESW (Current Conventionally Constructed American-English-Speak-Write). There are also certain freedoms, which allow the speaker or writer to perhaps more adequately express their meaning or intention by using a certain word-preposition combination.

****Note** – There is some belief that sentences cannot be ended with a solitary preposition, like in the sentence: "I am going **in**". **They even taught us that this was not allowed when I was in grammar and high school** (grades one through twelve, ages 6-18, 1997-2009). This is in fact, **FALSE**, and CCC-AESW rules say that it is actually acceptable, and **apparently always has been**, to end a sentence with a preposition.

STEP 1 – IDENTIFY EXAMPLES:
I think first listings prepositions and some of their common uses might be useful.

LISTING PREPOSITIONS – THE BIG NINE – According to www.EnglishClub.com, there are about 150 prepositions in English, but some are not used very often. Nine of the top 25 *most commonly used words* in traditional conversational English are prepositions: **to**, **of**, **in**, **for**, **on**, **with**, **at**, **by** and **from**. The reason why these words are so commonly used in CCC-AESW is likely because they have a great variability of meaning, and therefore a more widespread use. Since it is hard to obtain a precise definition of each of these words because of their variability, I believe examples and explanations will help the reader better conceptualize and comprehend the use of these words. Also, when it comes to explaining the many other prepositions in English (like in the list of COMMON PREPOSITIONS below), many of their descriptions and definitions can be explained with the use of "The Big Nine" category of prepositions listed here.

[] **To** – When I think of this word on its own, I envision a hand pointing "**to**" something. I think of something going, approaching, or otherwise moving "**to**" something. The word "to" also feels more open-ended, more ready for continuation, when compared to the word "**at**" (which will be explained more below). This word is used more to indicate physical distances, then time distances.

LISTING PREPOSITIONS – OTHER COMMONLY USED PREPOSITIONS (HERE'S COMMON PREPOSITIONS) – EnglishClub made a list of 70 of the most common one-word prepositions, but seeing as how I think that list is a little bit extensive, I took a smaller subset of prepositions from this list to explain . In addition to the definitions of each preposition, I included some examples of use. At the end of each word in the list, I gave my personal impression of the word, so that it might help the reader better comprehend the use of the word with relation to the rest of CCC-AESW. I left the list of the eight most common prepositions until after this short list of 50 below, since each of those words has a greater number of situations that call for the use of the words.

[] **Aboard** – This word is more common for describing the entrance to certain transportation vehicles – particularly trains, planes, buses, and sometimes large boats. People do not get "**aboard**" smaller transportation vehicles, like bikes, cars, or taxis.
> **Example**: I am getting **aboard** the train. I am about to get **aboard** the bus. The plane is boarding now. Let's get **aboard**.
> **Example Phrase**: "All **aboard**!" – This is usually shouted by a train conductor to tell people the train is getting ready to depart and it is time for people to get on the train.

When I think of the word "**aboard**", in my mind, I think of a person's foot stepping on the bottom stair of a bus or train to get on. Or perhaps, they are walking up a ramp to get "**aboard**" a plane.

[] **About** – There are a greater variety of uses for this preposition compared with others. On its own, the word "**about**" can mean "approximately" – and in this case I do not believe that the word is considered a preposition.

      Example: It is **about** 5pm.

But when used as a preposition, there are multiple uses.

      Example: He was pacing **about** the floor.

      Example: They started jumping **about** when they heard the good news.

In these examples, the use of **about** means that there was no precise manner in the pacing or maneuvering, just that there was movement from one area to another, usually repetitively.

      Example: Let's talk **about** something different.

The use of "**about**" here indicates one's desire to have a discussion that is separate from the topic just discussed.

[] **Above** – This word is generally used relationally – meaning that there is a relationship between one thing and another. In this case, "**above**" means that there is something geographically higher (moving up, vertically from the floor) than another.

      Example: We are **above** the clouds.

Here, the "we" is higher up, of a vertically greater size, than the clouds.

      Example: Looks like it will be cold today. When I checked the forecast temperature, it will be two degrees

          above freezing.

Here, the use of "above" indicates a number that is higher than another – in this case, two degrees above freezing, if using the centigrade scale, would be two degrees Celsius, which is higher than the freezing temperature of zero degrees Celsius.

      Example: They rank **above** me for test grades.

Again, this example is showing that someone has a higher grade than someone else.

When I think of the concept and use of "**above**" I always think of something being *higher* or *greater* than something else.

[] **Across** – Unlike the word "above" which was explained above (hopefully you see my attempt at humor!), the word "**across**" is more often used to indicate distance or placement.

      Example: They live **across** the street.

This is an example of placement, where the location of another is indicated as being on the opposite side of the street.

      Example: The busiest bridge in the world is allegedly the George Washington Bridge that was

          laid **across** the Hudson River.

When something is said to be "across" something else, that *something* usually goes from one side to the other, like in the case of a bridge.

      Example Phrase: "**Across** the pond"

This is a phrase that is used when describing travel "**across**" the Atlantic Ocean, usually from the United States to somewhere in the United Kingdom.

STEP 2 – DISCUSS PROBLEMS:

THE LEARNING CURVE OF PREPOSITIONS COMING FROM OTHER LANGUAGES – When coming from another language, it may be difficult to remember which prepositions combine with which words depending on what a situation might be. When I think back to my education with the French language, I can remember getting confused about which prepositions were used for which circumstances.

The common French prepositions that I was taughtconsisted of "à", "en", and "par". From what I remember, "à" roughly translated to the English equivalent preposition, "to", and "en" is somewhat like the English word "in", and "par" is similar to the English word, "by".

STEP 3 – PROPOSE SOLUTIONS:

-"Laughing with" versus "Laughing at"

          -If you laugh AT someone, are you angry WITH them?

          -Or "up-set" with? We need to define PREPOSITIONS

Names   **What are some common Names in CCC-AESW?**

The idea for this chapter came relatively late compared to all the other chapter headings, however, I feel it is important to have short lists of names that are conventionally given to biologically male and female children. The list has changed a bit over the years, depending on which names are popular in a given year.

PossSpeak   **Possessive Speak**

Without Language, there would be no Lies. They say Language is Mankind's greatest invention.

"Imagine no possessions. I wonder if you can."

                -1971, John Lennon, *"Imagine"*

IMAGINE ALL THE PEOPLE – Why would I choose to open this chapter with a quote from this famous song? One of my dominant wishes is that as a collective species, we are able to see a part of ourselves in one another, in each other, and someone else can see a part of themselves in us. In other words, my hope and belief is that in writing this book, there will be an increase in the ability to see from other perspectives besides our own. In doing this, I believe we will be better able, as a human species, to regard, view, and accept each other as equals – and that that time is coming sooner rather than later. This song embodies the vision of a visionary person who desired to see individuals seeing each other as equal individuals in this world. How one might use their *imagination* to *imagine* what life might be like if society functioned very differently. Try it now for yourself. *Imagine no possessions*, no one owning anything. Everything is freely available to everyone at any time. When reading this, I am sure there are some who might try to limit this idea by calling it "communist" or "socialist" or some other label, term, or identity that this idea most certainly is not. If possible, try to temporarily eradicate from your thinking any ideologies and preconceived notions that you might have. While you try to grasp the idea of a society free of possession, I hope you continue reading and keep your mind open to just how impactful the language of English is, especially the way this language is used in American society, with regards to the idea of possession and ownership. My hope is that by the end,

THE IDEA OF OWNERSHIP AND POSSESSION – This topic seems to be particularly important for those who grew up in America. The idea of what is *mine* versus what is *yours*. Something that many may have thought was universal amongst languages is actually rather specific to those who grew up learning CCC-AESW (Current Conventionally Constructed American-English-Speak-Write), especially to the extent that we practice it. We speak about things that we *think* we own, but what does it mean to think or believe that something is "*owned*"? In our culture, especially within the boundaries of the language, there are individuals who are convinced that it is possible to *own* or *possess* something. To own or possess something is the belief (something that someone thinks might be true without any evidence) that some object (or in some cases, some living being(s)) are a part of them, and not a part of anyone else. If something is *mine*, then it is believed it cannot be someone else's. There are adjectives to indicate who "owns" what. Beyond that, there is a whole vocabulary of words that enforce and encourage this concept of possession. The concept of sharing, both of non-living and living things, seems to be rather unfamiliar and even undesirable – which is problematic, as this lack of sharing has led to collective disharmony, unhappiness, and division.

STEP 1 – IDENTIFY EXAMPLES:

WORDS WE USE TO CONVEY OWNERSHIP, POSSESSION, OR BELONGING – There is an entire chapter dedicated to methods that one might speak about the perceived ownership of something, so I believe it might first be prudent to identify what words are used to indicate perceived possession.

[] **Ownership** (of) – The word "**ownership**" is used less commonly than the words "**own**" and "**owner**". The word "**ownership**" is used to describe the concept and act of owning something. "**Own**" is the verb that is used to indicate perceived ownership of or over something. "**Owner**" is the word used to describe the person who thinks they "**own**" something. This is best illustrated by examples:

> **Example**: Oh no, I am the **owner** of that car. I **own** it.
> **Example**: Who **owns** this dog? Where is the dog's **owner**?
> **Example**: Do you and your sister both have **ownership** of the house after your mom died?
> **Example**: Since I do not have **ownership** of the car, I cannot decide what happens to it. Only someone who **owns** the car can do that.

[] **Belonging** (to) – First, I want to take the word apart into the two smaller words that compose it, "be" and "longing", one might not think this word has anything to do with possession. "Be" is from the verb "to be", which can indicate a state of being (and in English that verb is used *many* different ways). When somebody "longs" for something, it means they have a deep (and sometimes distant) desire for something.

> **Example**: I long for summer, with it's hot days and white sandy beaches. Winter is so undesirable.
> **Example**: I long for this day to be over! It has been nothing but trouble!

When it comes to "**belonging**", the word says that something is perceived to be owned by someone else. It is said to "**belong to**" someone. When the word "**belongings**" is used, it is a noun, and then the speaker is indicating some items that are perceptibly "owned by" or "**belong to**" them. Again, examples represent this well:

> **Example**: That shirt **belongs** to me. I bought it.
> **Example**: That car cannot possibly **belong** to you. It is too fancy!
> **Example**: (Indicating some items or objects) Do these **belong** to you? I don't see them **belonging** to someone else!
> **Example**: That watch, those bracelets, and those rings – those are my **belongings**!
> **Example**: Shit I think I forgot my **belongings** at the party! I might have to call in the morning.

If the root word of "**belonging**" is used next to the prepositions "together" or "with", then the word is conveying that two or more objects (or people) might seem somehow better, more efficient, or more visually appealing.

> **Example**: Tim and Sarah **belong** together. Look at how happy they seem!
> **Example**: I always like to say that berries **belong** with oatmeal. They are tastier together!
> **Example**: I think you **belong** with me – we would make such a cute couple!

[] **Possession** (of) – This word is probably used more often in football or other sports when saying someone has taken "**possession of**" the ball. It can be thought of that the athlete is taking temporary ownership of the ball for the game.

> **Example**: And then the Giants took **possession** of the ball.
> **Example**: They can only score when they have **possession**.

While less common, the word might also make reference to the "**possession**" of another person, where the word is usually used in conjunction with the preposition "by", but this is more often observed in a spiritual, religious, or cult-like setting.

> **Example**: We did the ritual, and he looked like he was **possessed** by spirits!
> **Example**: They say these magic beans can let someone be **possessed** by an angel.

Sometimes, the word is used in a mock or joking manner to try to explain why someone's behavior is unexpected or very different:

Example: Did you see him last night? I have never seen him behave that way. It is like he was **possessed**!

Example: The way she was screaming at him for so long. It was scary. She looked **possessed**!

One can also talk about their "**possessions**", as a noun, which is like "belongings" above: a collection of objects or items that are perceived to be "owned by" someone. This is probably the most common use of the word.

Example: The television, Nintendo gaming system, and the VCR are my **possessions**.

Example: "Imagine no **possessions**, I wonder if you can."

[] **To Have** – From my experience, this verb is one of the more troubling words to use to indicate perceived possession or ownership, but it is probably the most common and popular in CCC-AESW. "**To hav**e" for possession is especially problematic, since the verb can mean so many things – saying that something *must* be or that something is necessary, which is usually with the preposition "to", as in "**to have to**":

Example: I **have to** go to the store. He **has to** be there early.

Example: They **have to** drive faster. They must not be late!

The verb "**to have**" can also be used as a helper verb to help push an action or idea into the past tense:

Example: I **have been** to the store. He **has seen** some really interesting sights on vacation.

Example: We **have looked** everywhere! We **have** not **been** able to find the ball.

One of the less common uses, right before indicating perceived ownership, is to use the verb "**to have**" to describe the traits something. This could be thought of as perceived possession by some, especially when looking at the second example below:

Example: That teacup **has** a blue handle. Those dresses **have** pink lace. That jacket **has** a zipper.

Example: He **has** brown hair. She **has** blue eyes.

The word is pleasantly easy to use for the idea of perceived ownership. "**Have**" is a short, easy to say, easy to use word. Look how easy it is to say what someone might perceive they own:

Example: I **have** a new car. He **has** a house. We **have** our belongings.

Example: We **have** ownership of this property.

Example: I **have** five of them! Never did I think I might **have** any!

Example: I **have** a dog. She **has** a cat. We **have** animals!

Observe how easy it is to convey ownership over living non-human animals in that last example.

INDEPENDENT POSSESSIVE PRONOUNS – These words include "**mine**", "**ours**", "**yours**", "**his**", "**hers**", "**its**", and "**theirs**". These possessive pronouns are called *absolute possessive pronouns* and show possession of a noun by replacing it. The use of these words usually helps to simplify or condense a sentence, while still preserving the meaning.

Example: *The orange bike* is **mine**, but *the yellow bike* is **yours**.

Example: Give me back *those oranges*! I bought *them*. *The oranges* are **mine**!

Example: Did you know *that orange cat* is **mine**?

Example: *That house* is **theirs**.

In each instance, the independent possessive pronoun takes the place of the item while *simultaneously* indicating who has taken perceived possession of it. Look above, in all three examples that use the word "**mine**" where there is perceived ownership indicated, the word "**mine**" stands in for the item, as well as points to "me", the perceived owner.

POSSESSIVE ADJECTIVE PRONOUNS - In the following examples, the state of being verb "to be" is used, followed by possessive adjective pronouns (your, my, his) to indicate examples of perceived possession. The **possessive adjective pronouns** are in **bolded-blue**, while the *noun* that is indicated as owned will be in *italic orange*:

> **Example**: These are **my** *glasses*. This is **his** *house*. This is **your** *car*.
> **Example**: That is **your** *candy*. He is eating **his** *ice-cream*. She is in **my** *apartment*.
> **Example**: She is in **their** *home*. I am in **her** *classroom*. Those are **her** *shoes*.

The way these pronoun adjectives are used in conversation, the idea of this ownership and possession is further enforced and encouraged in the subconscious.

INDICATING OWNERSHIP WITHOUT USING PRONOUNS – This was mentioned briefly above, but we can use a " 's " (this would be read aloud as "apostrophe 's' ") to show perceived ownership. This is for instances where there is no pronoun, but we still want to convey that something is perceptibly owned by something else. All that is needed is for there to be a " 's " attached to the noun (which arguably turns the word or term into an adjective) before the item that is to be "possessed".

> **Example**: Those are **my sister's** *shoes*. That is **the clown's** *nose*. Where is **John's** *sock*?
> **Example**: Why can I not find **my dad's** *skis*?
> **Example**: This is **Mike's** *bike*. Where is **Tim's**?

From the examples above, it is quite easy to observe the perceived possession with the presence of the apostrophe and the "s". It is worth noting examples of "plural possession", where the apostrophe comes *after* the "s". This is when a typically singular noun is made plural while also conveying ownership. The noun of perceived ownership can be singular or plural. See the examples below:

> **Example**: That is **my mom's** *garden*, but that is my **parents'** *house*.
> **Example**: That is **John's** *belongings*, but these are the **students'** *papers*.

One can observe that in the first half of each example, there is a singular noun followed by the apostrophe "s", indicating perceived ownership of one or more items. In the second half of each example, there are plural nouns followed by an "s" *and then* an apostrophe, indicating this plural possession - , as is taught in CCC-AESW.

THE IDEA OF OWNERSHIP OF HUMANS (PEOPLE) IS STILL ALIVE AND WELL – This may "trigger" (cause an abrupt and intense emotional reaction based on the description of an experience since it might be easy to relate to or comprehend/understand) some individuals, but by using certain words in certain situations, we convey (whether consciously or not) the idea of some type of ownership of one person to another. This starts from the point of infancy, when a parent or the parents refer to the newborn child as "*my child*". This kid is "*mine*".

> **"My own eyes"**
> -Who owns ideas? Patents.
> -Competitive Consumerist Capitalism society.
> -This is my child
> -Caretaker of the house not the owner.
> -Some cultures didn't even have possessive speak.
> > -Natives didn't have give/GETTING, they had find/create.
> > -Give Showing/Demonstrating. Taking the Observation.

STEP 2 – DISCUSS PROBLEMS:

THE CONCEPT OF POSSESSION AND OWNERSHIP PROMOTES DIVISION AMONGST PEOPLE – Based on my observation, culmination of experiences, and beliefs, I feel as though the more frequently individuals speak to each other using words that involve possession, the more we see each other as separate. The more divided that we are, the easier it is for us to be manipulated and controlled by individuals who have more power.

More easily controlled with the idea of possession and ownership

FREQUENTLY USED DOUBLESPEAK WORDS THAT OBFUSCATE AND UNNECESSARILY COMPLICATE COMMUNICATION FURTHER INCREASE THE BELIEF IN OWNERSHIP OF OTHER AND POSSESSION OF NON-SELF – I intentionally crafted the heading for this segment to be longer than others, since I felt a greater need for more words to enhance how specific I wanted to be. Also, I wanted to increase the likelihood that someone would **pay** attention to this segment.

*here

STEP 3 – PROPOSE SOLUTIONS:

REDUCING, THEN EVENTUALLY REMOVING THE USE OF POSSESSION IN CONVERSATION – This is a huge task, as it involves a complete reorganization of thinking about the relationship between individual people and everything else in their environment. How can sentences be rewritten to not include the concept of possession? Ideally, first, people might realize that they do not actually "own" something; they only think they own something. After this realization, they might start talking with a language that does not use words that indicate potential ownership. A look at some examples might be most useful.

> **Example Possession**: "This is my car. This is my house."
> **Example No Possession**: "This is the car that I drive most often. This is the house that I live in."
>
> **Example Possession**: "This is my cat. These are my shoes.
> **Example No Possession**: "This is the cat that lives with me. These are the shoes that I like to wear."
>
> **Example Possession**: "This is my child. That is my mother."
> **Example No Possession**: "This is the child that I am attempting to provide a life for. This is the mother that birthed me and taught me lessons as I grew up."

At first, some of these statements may be awkward to say, but if you begin to listen and comprehend English the way that I do (or if you have been hearing it similar to the way I do already), then the words that one uses where one might claim to possess or "own" something might be inducing more pain and anger. Personally, when I hear people talk about "my…" this or "this is mine", or "Don't touch it – it isn't yours!"

Being   **Let us question the complex conjugation of the Power verbs (Assigning Identity).**

[HAMLET PICTURE]

"*To be, or not to be? That is the question.*" Many of us may have heard this phrase or some slight variation of it growing up in MCT-AESW (Modern Conventionally Taught American-English-Speak-Write) schooling, perhaps uttered with a professional, potentially philosophically significant tone. It has been used as a quote in movies or shows, allegedly first spoken by Prince Hamlet in the William Shakespeare play, "Hamlet". As he is contemplating death and suicide, he weighs the pain and unfairness of life against ending it. While in this context, the ultimate root of "to be" means almost simply "to exist", the way we use the verb of "to be" in MCT-AESW is that it has *far far* more uses than simply to exist and be alive.

I think therefore I am??? Maybe have maybe take out

THE POWER OF "I AM" – It has been said by megachurch preacher Joel Osteen that there are no more powerful set of words than, "I am". He even wrote a book, titled <u>The Power of I Am: Two Words That Will Change Your Life Today</u>. After some research and observation of this individual, I have questioned his motives, intentions, and business practices. In some ways, I was reminded of the movie, "Montana" (1998), where there is a powerful spiritual leader selling a book called, "The Step", who was secretly shaking hands with The Mob outside of the public eye. That aside, Osteen does draw an important focus to the emphasis we put on "I am" or the *state of being* of the self.

One of the exercises in the book consists of repeating a collection of "I am…" messages to oneself in order to facilitate a possible increase in personal strength of character and esteem. It is an almost "Mantra Meditation" style of self improvement combined with "The Secret" or "The Law of Attraction", which are both concepts that invite the idea that if you focus on something, it will come to you. He says…

> So, when you go through the day saying:
> > "**I am blessed**" . . . blessings pursue you.
> > "**I am talented**" . . . talent follows you.
> > "**I am healthy**" . . . health heads your way.
> > "**I am strong**" . . . strength tracks you down.

While there might be some element of truth to this sentiment as he describes it, since he seemingly has questionable motivations in life for the greater global community, I would take heed to some of the other advice he gives within the books that he has compiled. From my observation and experience, his profit margins are uncomfortably high, his smile uncomfortably persistent, and his genuine intentions seemingly too hidden for the "message" he projects to be genuine.

I will admit that I did do an "I am…" exercise one time. I followed along with a YouTube video that had me follow along with a list of these "I am…" affirmations, as they are sometimes called. Here is a sample of some of the things that I repeated out loud, while simultaneously writing down and taking notes:

> I am joyful. I am plentiful. I am enough.
> I am prosperous. I am rich. I am intelligent.
> I am wealthy. I am successful. I am strong.
> I am resilient. I am compassionate. I am strong.
> I am blessed. I am grateful. I am peaceful.

This exercise continued for about 15 minutes, and admittedly, at the end, I felt enriched and rejuvenated. The words, "I am…" definitely were empowering. However, is this truly a useful exercise long-term for individuals to take part in, or does it create a false sense of self? While I do not have the precise answer to this, I will try to elucidate further uses of the verb "to be" as it applies to oneself and others.

THE DANGERS OF "YOU ARE" – While it was just explained why "I am…" can be empowering, perhaps some of the most disempowering or hurtful ways of compiling a sentence are with "You are…". Now, this is not always so, but when observing others speak MCT-AESW, I am often drawn to the way people talk like this. In the below examples, I draw attention to the way people most commonly talk by making a "You statement", then I explain why it could be problematic, then I try to rewrite the sentence using an I statement, so that a more honest perspective of the speaker can be conveyed to the person being spoken to.

> **Example**: You are always running late.
> **Example Explained**: This makes a comment about someone else which may not be entirely true,
> > and can be perceived as hurtful.
> **Example with I statement**: I constantly observe that you are always running late.

Example Re-Explained: By adding in "I constantly observe" this removes an objective dishonesty that the person spoken to is always running late, and instead draws attention to the perspective of the speaker who finds the person spoken to often late to events.

Example: You are such a mean and nasty person.
Example Explained: This is a judgmental statement, using judgmental words. This is explained more in a later chapter.
Example with I statement: I think you are such a mean and nasty person.
Example Re-Explained: Again, similar to the above example, instead of making it sound like the person spoken to is objectively "mean and nasty", adding in "I think" before that statement takes the subjective perspective of the speaker. The words "mean and nasty" are rather non-descript, judgmental, and arguably harm-forward, but that is a topic for a later chapter as well.

Example: You are someone whom no one else wants to be around.
Example Explained: This is an example of the use of "You are" with the seemingly only purpose of being hurtful.
Example with I statement: I believe that you are someone whom no one else wants to be around.
Example Re-Explained: The way the statement is phrased is still rather hurtful, however, adding in the "I believe" before the rest of the statement again puts the sentence more into the subjective perspective of the speaker.

Example: You are one of the most wonderful people I have ever met.
Example Explained: While this may be a more positive sounding statement than some of the above examples, it still is a judgmental opinion-based statement that is presented as fact.
Example with I statement: I find that you are one of the most wonderful people I have ever met.
Example Re-Explained:

Example: You are not understanding.
Example Explained: This is another example of a statement that forms a conclusion about someone else that may not be entirely true, perhaps only because the speaker is tiring of the person they are speaking to.
Example with I statement:
Example Re-Explained:

The way we are taught MCT-AESW as we grow up, we are not often instructed on the usefulness and honesty of the "I statement". We are taught we can make "You statements", "he…", "she…", etc. (etc. here means etcetera, which is to indicate that what was just mentioned in the aforementioned list are only a few examples of many). Having the ability to form statements about other people that are not entirely true, such as with the "You statements" we saw above, especially with the use of "to be",

"TO BE" USED IN EMOTIONAL STATES – We use the state of being verb to describe what emotional state we are in, or what emotional states we observe in other people.

> **Example**: I am happy. He is scared. You are sad.
> **Example**: I am angry. You are frustrating.

[*here
This is only one facet of communication with the state of being verb, "to be". What else might there be?

State of being – "I am an Aires!"
-Nothing more powerful than "I am". Most dangerous is YOU ARE/HE IS! – Division machine*

-"Kids are mean!"

-Their being their "disorder" -I'm bipolar 2. I'm paranoia schizophrenic. I'm … BIG PROBLEM!

to self
-I am INSOMNIATIC. I am an INSOMNIAC. I have INSOMNIA – ways to assign something

-He is a rapist! He was a rapist! Permanence in label of BEING.

-I am a doctor. I am confident.

*****

SelfFocus   **I statements, the Ego, possible speaking in third person**

THE "I" STATEMENT (WITH REGARDS TO BEING) – If you are someone who has studied MCT-AESW at some point before, you may have heard a lesson that talked about how someone speaking can only ever make an "I statement". When it comes to "You statements," unless it is a truly objective observation from the speaker, these statements are usually false or simply projections of the speaker. What does it mean that a "You statement" can be a projection? Again, this is best illustrated with some examples.

Example: I am a happy person.

Example: "You are mean!"
Example Explained: This is an example of a judgmental-you-statement, where the speaker is expressing dissatisfaction with the one spoken to, but does not know how to accurately express it.
Example With I Statement: "
Example:

The use of the "I statement" can also go past the use of the verb "to be" and use other verbs, but for the examples and in the case of this chapter, I will stay with the use of "I am" statements.

FillerSpk   **The Use of Filler Words in MCT-AESW [THREE STEP]**

Well, you know, like, what is a filler word, if you know what I mean, um, well, if you know what I'm saying, uh…

Rarely used in type or handwritten-speak, but often heard in casual conversation, filler words are most often used as ways to "fill in" for what would typically be a pause in conversation. It is curious to ponder how some of them came to be used so commonly, as some of these words, when heard by another individual, impact the subconscious processing of what the speaking individual is saying. Seemingly more curious still, is the fact that people use these words and phrases rather unconsciously, almost without realizing what they are saying as they say it. I can recall the first time my attention was drawn to filler words was during a lesson in elementary school where we were told to give a presentation on some subject matter. We were taught to listen and observe our classmates who were perceptibly anxious, and how their use of filler words went up as they may have been stalling for time, or purely out of nervousness. Another time when filler words can be more easily observed in written text is when looking at word-for-word transcripts of some unrehearsed speeches. Although the origin of these filler words is unclear when examining MCT-AESW as it is, I believe it is important to highlight what some of these words and phrases are, and what issues might ensue from their continued use.

STEP 1 – IDENTIFY EXAMPLES
UM and UH – Perhaps the most common filler words are not words at all, but sounds that indicate a pause in thought. These word-sounds are "um" and "uh". Even if you are incredibly unfamiliar with English, and someone who is just starting to learn the language, I can almost guarantee that you have heard these word-sounds uttered in MCT-AESW. In fact, having been an occasional observer of other languages, I know that these word-sounds or similar are often uttered in conversation as well. French, for example, has the word-sound "euh", as a way to convey a pause in conversation. For

my personal opinion, I can understand why these word-sounds are used, and I do not think they are as problematic as some of the other filler words. Here are a few examples:

> **Example**: One day, um, after school, uh, I might ask her out on a date.
> **Example**: When we see the stars, um, maybe, you could make a wish?
> **Example**: Last night, um, where was I? I definitely wasn't um, out, uh, partying with friends!

Here it can be observed that "um" and "uh" are used predominantly as delay-filler-words, where the speaker is usually trying to think of what to say later in the sentence.

LIKE – This word seems to be more commonly used as a filler word than many others, but first I want to analyze the word itself and its meaning. The word "like" can be used to express a preference, as in "I like candy", but it can also be used as a way to compare two things: "This apple is like this orange". It is my belief that the word, "like", as it is used as a filler word, has a greater association with the second use of the word, where a similarity is attempted to be addressed. Here are a few more examples of the word's use as a way to show similarity comparison:

> **Example**: Physics is like Chemistry in that they are both in the science field.
> **Example**: It has been said that going to school is like guaranteeing success in life.

I brought up these examples, as I believe they might be able to better indicate how or why people started using "like" as a filler word. Here are some examples of its use as a filler word.

> **Example**: He went to the store, and like, he grabbed some snacks.
> **Example**: After the movies, we like, we went home on the late bus.
> **Example**: Dad, like, why is that we always, like, have to brush our teeth before bed?
> **Example**: I don't think I'm unreasonable, like wouldn't you rather have time to eat dinner?
> **Example**: Tommy made the cake, like don't you think someone would want to eat it?

In these above examples, the word "like" is here mostly used as a way to pause or delay for a thought in the sentence. Similar to how "like" can sometimes be used as a way to indicate similarity comparison, the word "like" as a filler word can be thought of as keeping similar thoughts or concepts together in a sentence, as a way to potentially increase the flow of the sentence.

AND (THEN) WELL – When using this filler word phrase, it is common that one is talking about something that is not overall desirable, or something that they do not want to talk about, and is using this filler phrase as a way to stall presenting the information that they truly desire to present.

> **Example**: First we went to the store, and then well, we wanted to go home, and well, we never did.
> **Example**: I wanted to break up with him, and well, I didn't because, well, I didn't want him to be sad.
> **Example**: You are so mean, and well, if you could be nicer, well, maybe we would hang out with you!

In the above examples, one can see that the topics are traditionally uncomfortable topics, or topics in which the speaker does not take immediate joy in divulging the information to the individual(s) being spoken to, so using this filler word phrase delays the presentation of the sentence, or at times, can even conceal the true meaning.

HOLD ON – This filler phrase is less common, and some might argue that it is not a filler phrase at all, but perhaps with some examples and explanation, one might observe what I have also observed. Similar to the above situation, this filler phrase is usually done when presenting information that is undesirable or that the speaker does not feel confident in discussing.

Example: After we went to the movies, hold on, we had to go make a few more trips.
Example: During dinner, hold on, I had to divulge something unpleasant.

Based on my past observations, it is uncommon to see the use of "hold on" on its own. More often, it is combined with other filler words such as "like" or "you know" (described below).

YOU KNOW / YOU SEE – This is a filler phrase I had not given much thought to until one of my previous partners, who was born in mainland China, gave input on it. He had been learning English for a couple years, and I can still recall it very clearly the day he said this to me: "And what is it with everyone speaking English saying 'you know' in the middle of what they are saying. They say 'you know' but I *don't know*!" Initially, we had both laughed a little, and I had not given it much thought. Fortunately, now there is an occasion such as this where I might clearly elucidate these filler words in a coherent manner, so that others might better understand them.

There is some discrepancy, as to whether "you know" is meant as a question, as a way to put a pause in what the speaker is saying to rhetorically (a question that does not receive an answer) ask the listener if they understand, or if "you know" is meant more as a statement to *tell* the person to understand what the speaker is saying.

Example: I woke up this morning, you know, and then I started getting ready.
Example: Well, when I saw him, you see, I felt scared, you know? Because he was my ex-boyfriend.
Example: Actually, you see, it was around springtime, you know, when we had our first date.

I have found that "you know" is more common than "you see" in MCT-AESW, though they are usually intended to convey a similar meaning. By mentioning "you know", especially repetitively and with confidence, I find that it seems to subconsciously implant little notions of agreement in the individual whom is being spoken to. It is as if the filler phrase "you know" is not so much a question, as it is a statement from the speaker, telling the individual who is listening to *know* and therefore, understand, what they are talking about, even if the true and genuine message is unclear or even hidden by the speaker, whether intentionally or unintentionally. This can impede honest conversation, as this filler phrase might subconsciously push out ideas from the listener's mind, in favor of the unclear or uncertain dialogue of the speaker.

I MEAN – When "I mean" is used not as a filler word, it is usually used to clarify what someone had said if what they said was previously unclear, or it was seemingly not understood by the listener.

Example: It was late last night when I got home. I mean, it was before midnight, but after 11:00pm.
Example: When you see Julie, you will break up with her? I mean, you will explain what she did wrong and try to see if she is willing to make a change?

Above we can see how "I mean" was used to increase the level of detail of previously stated information. But what might "I mean" look like as a filler phrase?

Example: I was eating dinner, I mean, you know, I was getting ready for dinner when the bell rang.
Example: If you want to see results, well, I mean, you could go to the source.

Here one can observe how "I mean" was used as both a clarification phrase, as well as a filler phrase to delay the true meaning of the sentence. Oftentimes, this filler phrase is combined with others. In the first example directly above, the speaker misspoke and provided information that was actually untrue in the initial part of the sentence. When someone is using "I mean" fairly frequently, one might want to observe more closely to see just how honest the intentions of the speaker might be.

I DON'T KNOW – From my experience and observation, this filler phrase is typically used when attempting to soften the severity of what is being said. Unlike some of the above filler word-phrases where the purpose of the filler seems to be more to add a pause to the statement for clarity or understanding, this filler phrase adds pause to perceptibly "lighten" the potential harm of what is being communicated.

> **Example**: We were going to the park, and then, I don't know, we lost track of time and we were late.
> **Example**: She said she was eating dinner, and well, I don't know, then she never showed up.

There is usually a very noticeable hesitation when this filler phrase is used, and it is often also accompanied by other filler words.

IF YOU KNOW WHAT I MEAN – At first glance, one might think, "there is no way this is a filler phrase, there are six words here!", but it is remarkable how often I hear (and even say myself!) this phrase over and over again. I have even experienced individuals saying this phrase over and over in consecutive sentences!

> **Example**: Well, when we got home last night, if you know what I mean, we were entirely too tired, you know.
> **Example**: That's when she pulled it out, if you know what I mean, her notes, for, you know, the presentation.

YOU KNOW WHAT I'M SAYING – Similar to the above elongated-filler-phrase, this is used similar to "you know", in that it seemingly attempts to reaffirm what the speaker is saying by subconsciously telling the listener "you know what I'm saying".

> **Example**: I was feeling good, you know what I'm saying, like really ready for the truth.
> **Example**: He watched carefully, you know what I'm saying, by, you know, lifting the binoculars to his eyes.

These are the most common filler words as I have observed throughout MCT-AESW. While there are others, they are usually more situationally specific, and can usually be noticed if the listener can analyze the speaker's words and intentions carefully.

STEP 2 – DISCUSS PROBLEMS

Having pointed out a majority of the filler words that are spoken in MCT-AESW, what might make the use of these words and phrases problematic?

THE PURPOSE OF FILLERS – First, why are they being used? As was stated multiple times in "STEP 1" above, the purpose of filler words and filler phrases is to delay or add pause to a sentence of idea. This in itself is not necessarily problematic, but it shows that many of us who speak MCT-AESW do not seem to have the full thought of what we would like to say before we start speaking it. Indeed, this could cause a multitude of issues. It can lead individuals to saying things they do not mean, or it could also lead individuals to speaking things that are simply incorrect or false. There is a rather strong notion to speak words that are not overall honest, and I discuss this in a separate chapter *DishPres* about a tense of speaking that I named the Dishonest Unproven Present Tense, where I have observed people who speak sentences about what is happening around them that projections of themselves on others, generally quite exaggerated, or simply untrue. For me personally, and for the purpose of communication in general, I rarely see any point of communicating if the information that we will be exchanging will be dishonest or if there is no regard for the understanding of the listening individual by the speaker.

The way I see it, perhaps the only acceptable filler words are "um" and "uh", as they indicate that the speaker is taking time to determine what they are about to say.

FILLER WORDS DEVALUING MEANING IN CONVERSATION - In the case of other filler words, such as "like", "I mean", "you know", "I don't know", "if you know what I mean", and "you know what I'm saying", overall verbal communication can be devalued and stripped of meaning, as these phrases are seemingly subconsciously telling the listener not to ask questions and to accept what is being said. They are also subconsciously (and in some cases consciously) asserting that the listener knows and understands what the speaker is conveying.

When the listener questions what the speaker has said after speaking statements filled with filler words, perhaps by saying "No, actually, I do not know what you mean and I do not know what you are saying – could you elaborate?" oftentimes, the speaker might become flustered, frustrated, or angry. I have experienced this personally when confronted with someone who is using an excessive amount of filler words to try to assert that I know what they are talking about. My responses were often brushed aside or mitigated as unimportant, depending on the situation. This is indicative of a speaker who possibly does not value honest communication with a listener.

STEP 3 – PROPOSE SOLUTIONS:
Witnessing this in daily verbal communication firsthand has been upsetting, but it further reaffirms my goals and actions to set out to attempt to improve communication for all.

So, what might we do?

AN EXERCISE RECORDING ONESELF – When it comes to problem solving, the first step is to become aware of the problem. This is an exercise that the reader can try out for themselves. Record a conversation between yourself and your friends when you are having a typical social conversation. It can be about something important, or relatively unimportant. For best results, take multiple audio samples of yourself speaking with different friends at different times during various emotional states. Replay these audio conversation back and listen for the frequency of use of filler words, both when you are speaking, and when your friends are speaking. Try to observe what filler words they are, when they are used, and why they might have been used in the given circumstance. This will help you see the way you communicate, and can help you cut down on your frequency of use of these words, causing you to become a more effective overall communicator. A word of caution though – listening to yourself speak could be a bit jarring at first! Some of you might know this already, so if you can, start with very small bits of dialogue recordings first as they will likely be easier to observe, especially in the beginning.

MINDFULNESS IN DELAYED SPEAKING – For another exercise that can be done at almost any time, remember that filler words ideally stem from incomplete thoughts that are translating into verbal communication that require extra time to fit together coherently and honestly. This is where those pausing filler words and phrases come from. One possible remedy would be to simply take more time before speaking in order to coherently, concisely, honestly, and confidently express exactly what is intended to be said. By taking this extra time, the frequency of filler words will likely decrease, and the rapidity of honest communication will likely increase. If the individual is not used to "thinking before speaking", as we often call this practice, then it will take some practice to get used to. From my experience, this type of communication technique of listening to oneself in the mind first before speaking is used more often in other cultures and languages, but it is something lost in MCT-AESW.

BadWord   What are some commonly used "Bad Words" or "Curse Words"? And Why are they so "Bad"?

"Don't say that word - that's a bad word!"

Parents, teachers, and other authority figures say this all the time to children, but what does it mean? What does it convey? Why are there any "bad words" anyway? Before we get started, it is worth remarking on the concept of "insult", since many "bad words" are used as a way to "insult" someone. First, the word defined:

[] **insult** – (noun) – A remark that is disrespectful (unkind with regards to the perspective of another) and/or abusive.

Ex Sentence: "He threw a few **insults** at us. He said we were stupid, childish, and inferior." (Using the word "threw" in this manner means there were a multitude of constant insults provided by the speaker towards the listeners, likely spoken in rapid succession).

[] **insult** – (verb) – To use language with the intention of causing harm or pain to an individual.

Ex Sentence: "Did you consciously realize that by calling me 'a pretty blonde bitch', I would find that you **insulted** me?"

The idea behind an **insult**, the way I have observed them, is that the speaker of the **insult** is often angered, dissatisfied, or discontented with themselves in some way, which they might or might not be aware of, the topic of which may or may not be in association with the individual they are speaking to, and then the speaker uses that negativity to generate a comment spoken towards an individual with the intention of causing harm, pain, anger, and/or misery. Some might call this a "projection" of the speaking individual's internal unresolved conflicts, with the listening individual being the unfortunate receiver of this subconscious projection. For those who might struggle with this concept, I can ask you to reflect: how often do you see truly happy or joyful individuals **insulting** anyone?

Since **insulting** is more of a **judgmental perspective** concept, I have more information in that chapter – including many judgmental words and ideas.

Otherwise, sometimes the use of a few "bad words" is all it takes to intensely and painfully insult someone. Time for a look at some examples…

STEP 1 – IDENTIFY EXAMPLES:
George Carlin, one of my favorite philosophers (as I like to call him, though many call him only a comedian), did a stand up comedic presentation on some of these words in 1978, and when deciding what to call these word and how he felt about them, he said:

(1) "Words that we have decided not to use all the time…"

(2) "There are not many, just a few…"

(3) "There are some words you can go to jail for!..."

(4) "I wanted to find out the words you could never say on television…"

(5) "A lot of these little two-way double entendre words that have two meanings, words that they're okay part of the time. I call them part-time filth. Some of these words; they're only 50% dirty. You have words like **ass**…"

(6) "Words that are always dirty, not just part of the time, but completely filth. Well, in looking for these words, I kept finding new categories… We have more ways to describe these dirty words than we actually have dirty words. That seems a little strange to me. It seems to indicate that somebody was awfully interested in these words. They kept referring to them, they called them bad words…"

(7) "Dirty. Filthy. Foul. Vile. Vulgar. Course. In poor taste. Unseemly. Street talk. Gutter talk. Locker room language. Barracks talk. Bawdy. Naughty. Saucy. Raunchy. Rude. Crude. Lewd. Lascivious. Indecent. Profane. Obscene. Blue. Off-color. Risqué. Suggestive. Cursing. Cussing. Swearing…"

(8) "… and all I could think of was **shit**, **piss**, **fuck**, **cunt**, **cocksucker**, **motherfucker**, and **tits**. That was my original list…"

(9) "… we've added a few words since then. We've added **fart**, **turd**, and **twat**…"

(10) "...**Fuck's** a good strong word. It's a good strong word for its purpose... It's an honest word, it's a... forceful word, it has a lot of emotional baggage with it..."

(11) "The word in the original old English, as best I can find, **fuck** only meant to hit, to smite, to... to perhaps hit with a stick, to fuck the tree, to fuck the rock.

(12) "...We put aggression back into the word. **Fuck** you, **fuck** you, you **fuck**. **Fuck** you, you **fuck**. Who the **fuck** do you think you're **fucking** with, some kind of a **fuckhead**? **Fuck** you. Who the **fuck** do you think you're **fucking** with, me? Don't **fuck** with me, I'll **fuck** over you. You **fuck** with me and you'll get **fucked**, you **fuck**. Don't **fuck** with me I'm the **fucker**. Don't **fuck** with the **fucker**."

Why did I choose these twelve lines to be included as part of this chapter? Sometimes, I find that someone else will just say something more eloquently, especially as a form of introduction – and this is one of those times. George Carlin is legendary, in my opinion, in his ability to deliver useful and intellectual information quickly, and with a hint of humor. His comments in (1), (2), (3), and (4) above talk about how there is a list of generally agreed upon words that are not to be said on television. I included line (7) above, since this is a good vocabulary selection of words and phrases to describe how something is perceptibly "looked down on", or described as "wrong". There are a variety of words here – and I thought his point in line (6) was comical, saying that we have more words to describe these "bad words" than we do actually have "bad words".

From my experience, whenever I have attempted to learn another language, it has been rare, unless my teacher was perhaps a very close friend at the time, to learn what words are the "bad words" of the language. When I was in my youth learning a language, perhaps in high school or college, I would ask friends of mine who spoke other languages, "How do you say 'bitch' in Russian!?" or "How do I say 'fuck you!' in Mandarin Chinese?" Some of them would tell me certain answers, but what I noticed was that there was never a perfect *direct translation* of one "bad word" or phrase to another, from one language to another (and arguably, there is no *direct translation* of any word or phrase from one language to another because of cultural relativism and other individual differences, but that's a topic for the **translation** chapter). There is a huge cultural divide.

So, what is the best that I can do? I can try to describe and indicate what my view is of what the "bad words" are in MCT-AESW, as I have come to understand them. The list that I have compiled borrows some words from the aforementioned list of George Carlin, and adds a few more. I try to give traditional definitions (how these words might have been defined before the words came to be known as "bad words"), and then the updated word definition as it might now be considered "bad", or vulgar, lewd, off-color, naughty, rude, etc.

I listed the words from the perceptibly most harmful overall, the word(s) most likely to cause rippling effects of negativity, "the *most bad* word", to the least.

[1] **Fuck** – (verb or noun) – As a word, in old English, this word used to mean, "to whip or beat violently" (which I learned from a French teacher, incredibly). This definition seems to sync up with what George Carlin reportedly found from observation of old English, "to hit, to smite", as seen in line (11) above.
   Ex Sentence: The flag is **fucking** in the wind (This was the example I was given by the teacher).
But what does "**fuck**" mean now? It can be used as an exclamatory statement when in pain or anger:
   Ex Sentence: "Ouch! **Fuck**! My toe! **Fuck**!"
   Ex Sentence: "Ugh, they lost the game *again*! **Fuck**!"
It can also be used as an expression of hatred or anger towards someone, a bit like George Carlin said in line (12) above. When this word is used in anger, it often conveys extreme dislike, and is sometimes used before fights are started.
   Ex Sentence: "**Fuck** off! **Fuck** you! I'll **fuck** you over!"
Sometimes, the word can be used sarcastically, meaning with possible humorous "pretend" anger.
   Ex Sentence: "Haha, Bill, **fuck** you. I knew you'd finish the project!"
   Ex Sentence: "You little **fuck**! Great job!"
The word is less "bad" when it is used to describe the act of fornication or sexual intercourse. It is more casual or slang in this regard, and more often conveys casual sex between "**fuck** buddies" (defined as those who are amiable and/or

intimate, usually for the sole purpose of sex or sexual activity) or those who are not as intimately or romantically connected. It is less common for individuals who are married or engaged in a long-term monogamous partnership with each other to say they "**fuck**", but from my observation it is very common for those in college to say they "**fucked**" someone after a party. The use of the word can give a sense of superiority or even arrogance at times – depending on the tone of the speaker and the situation the word is presented. Some might be "bragging" about it, as a way to impress their friends or other potential "**fucks**" (The use of the word in this way to describe a sex partner is perceptibly with less regard to the well-being of the perspective of the partner). The word is used by both males and females, though from my observation, it is more common for males to use the word.

Ex Sentence: "After Shelly's party, Tim and I got drunk and **fucked** for hours!"

Ex Sentence: "She was a good **fuck** while it lasted. Now, I'm done with her."

When people are trying to create a child, or when there is a long standing relationship between two (usually monogamous) individuals, the use of the word "sex" is more common.

Ex Sentence: "When she was most fertile, we would have sex consistently, hoping she would get pregnant."

Ex Sentence: "During our honeymoon, we probably had sex fifteen times!"

"**Fuck**" also has some other uses that are fairly common, depending on the social situation (location and personalities of listeners) of the individuals speaking. It can be used to talk about the state of intoxication of someone (usually the word is used in the combination phrase, "**fucked** up", but to say "**fucked** on" has been observed) – whether from drugs or alcohol. When one is "**fucked** up" on drugs or alcohol, this usually describes a state of intoxication that is intense, extreme, potentially undesirable,

Ex Sentence: "After the fifth shot of tequila at the bar last night, I was **fucked** up!"

Ex Sentence: "We kept doing lines of cocaine all night until we were all **fucked** up!"

Depending on the speaking individual's perspective on "bad words", someone might even throw out a remark like:

Ex Sentence: "I had Dunkin' Donuts and now I am brewing a fresh pot at home. I'm gonna be **fucked** on coffee!"

While the word "**fuck**" is rarely heard on mainstream radio, occasionally, popular music might make a reference to the word or otherwise somehow obscure it. Britney Spears has a song called "*If you seek Amy*", and if one alters their pronunciation of the words slightly, the phrase could sound like, " '*F*' – '*U*' – '*C*' – '*K*' *me*."

***Funteresting (A combination of the words "fun" and "interesting", meaning something that is interesting (which everything is arguably interesting) and potentially relevant, exciting, thought-encouraging, and/or joy-producing) fact: In Polish, a duck is said to make a sound roughly like "K'fa", as opposed to the English word, "quack", which when said rapidly and repeatedly sounds like "K'fa,k'fa,k'fa,k'fak,k'fak,f'fuk,k'fuk", which can abhear (I created this word here. The version of "appear" but with regard to the auditory sensory-perceptor) to sound like, "**fuck fuck fuck fuck fuck**." I learned this from a teacher who was born in Poland and was presumably taught Current Conventionally Constructed Poland-Polish-Speak-Write (CCC-PPSW)

[2] **Motherfucker** – (noun) – This is one of the cruelest words (or duo of words, as sometimes the word can be written "mother fucker") that can be uttered in MCT-AESW. While this is technically a judgement/opinion statement, which I try to avoid when writing in this book, I am only wording it this way, as I feel that a majority of the population would agree that this word, when spoken without sarcasm/intended humor, is indeed, "cruel" or harm/pain-intended from the speaking individual to the listener. Interestingly, it seems that insult or bad words involving the "mother" are common. In Spanish, there is "**puta madre**". Remember, there is never a perfectly direct translation of words from one language to another due to cultural relativism and other personal factors (See the **translation** episode). Some might describe this translation as roughly **puta**, potentially meaning "bitch" or "whore", though some say it is like "damn" or exclamatory "fuck!" depending on who is asked, and **madre** being "mom" or "mother". This phrase roughly translates to "motherfucker", which will be further defined and explained below. Depending on the location in the world, this is one of the arguably most harm-intended or cruel insults in Spanish. In Mandarin Chinese, the phrase "**cào nǐ mā**"/ "Tsao nih mah", (Simplified: 肏你妈 /Traditional 肏你媽): arguably translates to "**fuck your mother**", but is really one of the most harm-intended or cruel phrases in Mandarin Chinese from my experience having talked to Chinese-speaking people, and having been to Taiwan.

From my experience, rarely is **motherfucker** used sarcastically or jokingly. If it is used with a humorous intent, those nearby who were intended or unintended listeners sometimes do not find the word humorous, and that can be read off the expressions on their faces. Remember, one can never know exactly how a word will affect another, especially a word that is often used for the sole purpose of causing pain in another. Personally, I feel that **motherfucker** is one of those

words that causes a "negative ripple" effect – meaning that even if one person says the word with intended humor and without intended harm, the accumulation of reaction from the use of the word will be overall harmful.

Based on past experience, the most common use is like so:

Ex Sentence: "You **motherfucker**!" (directed towards someone, with a tone of anger, frustration, or agitation).

There is almost always a tone of anger or pain in the voice. Some people might even exclaim this word when in extreme pain:

Ex Sentence: (After accidentally hammering their hand instead of a nail…) "Shit! My finger! **Motherfucker**!!!"

When someone is recounting a story about somebody they have a particularly strong dislike of, they may use this word:

Ex Sentence: "After that Charlene, you know what? That **motherfucker** came around the corner, and I said, 'if you take one more step, you **motherfucker**, I'll fucking kill you!'."

This word is frequently used in conjunction with other "bad words":

Ex Sentence: "**Shit**, I thought we caught that **motherfucker**. **Fuck**, John, what the **fuck** are we gonna do? That **cocksucker's** gonna **fucking** kill me, then **shit** and piss all over my grave."

[3] **Cunt** – (n) – This word is considered by some to be the most offensive word in MCT-AESW (since others consider "motherfucker" to sometimes be two words). In my conversations with others, I had not come to know any "old English" or other origin for the word, so I tried looking it up myself. In the Oxford English Dictionary (1972), the word was sighted in London in 1230 as a street in a supposed Red Light District, "Grope**cunt**e Lane". In Latin, the word "*cunnus*", meaning "sword sheath", has association with "vagina". The word "**cunt**" was used in Chaucer's Canterbury Tales. The Hindu Goddess Kunti represented the beauty and power of the female body in a Sanskrit epic of ancient India, the Mahābhārata. Shrines across South Asia that depicted references to the Goddess Kunti were destroyed, deemed grotesque and blasphemous. In the Middle Ages, Christian clergymen allegedly preached that woman's genitals were a potent source of evil, referring to the "*Cunnus Diaboli*", roughly translating to "Devilish **Cunt**". In Old Norse, "*kunta*" referred to the vulvas, with other variations existing amongst other Germanic and Scandinavian languages. The Danish had "*kunte*", and in modern Dutch, "*kont*" means "buttocks". Another source denotes the possibility that "*cuniculus*", which is "rabbit hole" in Latin, which might be connected to "*cunnus*", meaning "vulva" [All info sourced from www.theestablishment.co].

Based on this information, it seems to be unclear of when, where, or how the word came to take on such an aggressive and harm-intended use. Personally, while I still use the word "**fuck**" and several variations of it, I do not use the word "**cunt**". The word is occasionally used by male persons when describing a female person while in intense anger, with the intention to cause harm or pain to the listening individual. Rarely do I observe someone using the word in conversation, formal, casual, or otherwise. Thinking back now, I do not recall males calling other males "**cunts**". Amongst females engaging in conversation with each other, I have not seen them use this word to describe each other. Again, the use stems from situations of extreme anger or hatred for another:

Ex Sentence: "You fucking **cunt**! I'm going to kill you!" (The word is often used in conjunction with other "bad words").

Ex Sentence: "I cannot stand her. She's being such a cunt!"

In some American-made music, other "bad words" such as "fuck", "shit", "bitch", and "dick" are not uncommon to hear, but the word "cunt" is far more rare to hear, again, likely stemming from the fact that it seems to cause unease and displeasure to many who hear the word. There is one song that has the line:

Ex Sentence: "I'm a bad bitch. I'm a **cunt**. And I'll kick that ho… punt".

Here, the word is arguably being used as a symbol of empowerment for the artist, Nicki Minaj, especially since this song was rather popular when it came out: "Roman's Revenge. On another note, I have had few sexual and non-sexual experiences with vaginas, but I have heard that some people, while "dirty talking" to each other during sex, might refer to the vagina as the "cunt".

Ex Sentence: "I'm gonna fuck you right in the **cunt** so hard!"

From my understanding, this use is rather uncommon.

There are some that desire to "take back" the word, or to "reclaim" it, similar to how black people (African American people) have attempted to "take back" the word "nigger". I have heard the argument that it can be "reclaimed" as a symbol of female empowerment. I respectfully disagree, even though I can see the logic behind this desire, but the word

has such a perceptibly negative rippling effect onto others that for the time being, perhaps the word would be better left aside.

[4] **Cocksucker** – (n) – Similar to "motherfucker" above, depending on who you talk to, **cocksucker** is sometimes written as two words, but I prefer to take George Carlin's view of it as one word. While "**cock**" once was the more common word for a male chicken, now "rooster" is the more common and acceptable word to use in its place. There are a few DoubleSpeak terms for **cock** as it is now. A gun can **cock** to reload, and a person (though it is usually used to describe dogs, as dogs do this more often) can **cock** their head to the side, meaning they are angling it a little. Now, "**cock**" is considered one of those "bad words". In today's slang, it commonly refers to the penis. "**Cocksucker**" then when said to another person, is essentially telling them that they are someone who performs fellatio (oral sex) on a penis. Of course, when someone calls someone else a "cocksucker", the situation is usually from one male to another, and it is usually said in extreme anger. In many cultures, homosexuality, is regarded as a "sin" or a "wrongdoing". It goes against the tenants of several religions, and is shamed in some cultures. Other cultures still, reportedly execute (murder within the legal system) individuals who claim to be or who might publicly express homosexuality. Remember, this is #4 on the list of words, so I find it a rather high level insult, despite being an individual who was born biologically male and identified as primarily gay throughout most of my adult life. The modern day continued use of "**cocksucker**" as an insult is probably indicative of many male-born individuals having varying degrees of repressed homosexuality, not knowing how to process it, and thus expressing it with violent or aggressive language instead of engaging in sexual activity with the same sex.

An example of "**cocksucker**" used with harm-intention, aggression, and/or anger.
> Ex Sentence: "Get the fuck out of here; you fucking **cocksucker**!"
> Ex Sentence: "That filthy **cocksucker** will be dead by the end of the night. Believe me!"

Where I believe "cunt" to be uncommon or rare during sexual "talk" from one individual to another, I think "**cocksucker**" is more common during "sex talk", especially amongst individuals of the same sex engaging in homosexual behavior:
> Ex Sentence: "Yea, you little **cocksucker**, suck my cock."

[5] **Bitch** – (n) – While I am unsure of the early origins of this word, before the word became a notorious "bad word", "*bitch*" meant a female dog. In recent years, the word "bitch" seems to be more of a "bad word" in MCT-AESW. In MCT-BESW (Modern Conventionally British-English-Speak-Write, I believe that the word still references the old definition of "female dog". I can remember from the "*Harry Potter and the Prisoner of Azkaban*" film, when Aunt Marge comes to visit in the beginning she says:
> Ex Sentence: "You see it all the time in dogs. If there's something wrong with the bitch, there's something
> wrong with the pup".

With the casual tone that it was mentioned, the audience might be led to think or believe that this word is more common when discussing dogs than people. Now, in the American-made movie, "*Mean Girls*", the word "bitch" is used several times to describe people, and the definition equates to something like "mean girl", or an "insult of a most often female person who might treats others unkindly based on the inability to perceive life from the perspective of another" – well that is more of my definition. From observation, the word is used more often when a female person is talking about another female person that they dislike or have anger or hatred for.
> Ex Sentence: "Ugh, she is such a bitch! I hate her!"
> Ex Sentence: "You are such a bitch, Katie! I never want to see you again!"

When the word is used this way, it fits in as a judgement or perspective word. Check that chapter for more details about how people discuss each other in MCT-AESW.

[] **Nigger** vs. **Nigga** (**Nigguh**, **Nig**) – (n) – This word has a history amongst individuals who have had their families living in the country for generations. Originally, the word "**nigger**" was used in the late 16th century, evolved from the Latin, "*niger*", meaning "black", and the old English word, "*neger*" [Oxford Languages]. The word gained popularity during the Enslavement Period of United States history, when European, predominantly white in skin color, sailed in large boats across the ocean from America to Africa to capture, torture, enslave, and exert complete control over countless individuals from Africa. With some advanced conditioning in newspapers, pamphlets, and other types of shared media at the time, those white "settlers" who had already practiced genocide on countless Native Americans who lived on the

land first, now took Africans, who the Europeans saw as separate and unequal due to a darkened skin tone, as their slaves in the 1700 and 1800's. There are some education systems in modern America that are allegedly trying to abolish (eliminate) the teaching of critical race theory, which is the idea that racism has a core influence over many laws and institutions in America. There is a lot more that can be said on the topic of enslavement over Native Americans, Africans, and other individuals born in non-European countries over recent centuries on the lands of the Americas, enough to fill countless books on the subject material, but for now, I am going to try to stay as on-topic as possible about the specific use of the words. The use of "nigger", with a perceptible "-er" sound at the end of the word, is rarely said in MCT-AESW. The origin of that word being representative of countless racist and enslavement-derived ideas. The word is sometimes said amongst those in white-supremacist groups that still exist today, when discussing their hatred of and anger towards black individuals:

Ex Sentence: "Those fucking **niggers** will never learn. I can't believe we still share living space with them."
Some of their racist hatred goes deep, though from my understanding, many of these people try to live farther away from those who they do not consider "white" so as to avoid any racial entanglements, while others go out looking for violence amongst "non-whites". But what about the word, "**nigga**" (typically pronounced "nig-guh"). This is the word that has arguably been "reclaimed" by individuals who identify as "black". Curiously, there is mainstream use of this word in music and some movies.

Ex Sentence: The song, "**Niggas** in Paris" by Kanye West
Ex Sentence: The lyric, "I tell them **niggas** mind their biz, but they don't hear me though" in the song "I'm Real", said by Jennifer Lopez.
When used casually amongst friends during a hangout, it can be seen as a sign of respect to refer to someone as a "**nigga**". There are some who might have anger sparked in them, as I am what the majority of society would call a "white" person talking about "*the N-word*", as it is sometimes called amongst white-identifying people who fear to use the word as they might unintentionally cause harm to someone who is listening. While I can somewhat understand the idea of wanting to "reclaim" the word, my personal belief is that the word, and variations on it, still have an increased ripple-reaction-effect of more *harm* than *help*. I personally avoid using the word and variations on it unless I am recounting something word-for-word that I believe would be of greater use to say directly as it happened – regardless of the "bad words" used.

[] **Faggot** (**Fag**) – (n) – Interestingly, this word has very different definitions, even in today's world. In old English, the word is said to mean "a bundle of sticks" – but as far as I have observed, I have never seen or experienced anyone use the word in this way. In the United Kingdom, those who grew up on MCT-BESW use the word "**fag**" to mean a cigarette.

Ex Sentence: "Hey, do you want to burn a **fag**?"
To me, this is rather incredible, since in MCT-AESW, the word **faggot** or **fag** is a harm-intended word for individuals who might identify as homosexual, transgendered, or otherwise part of the LGBTQA (alternative sex, alternative gender, non-gender-conforming, non-sexuality-conforming) community. Usually, this word is used by somebody who claims to identify as "heterosexual" against someone who identifies as or is believed to be "homosexual".

Ex Sentence: "You fucking **faggot**! Get out of here and go suck some dick!"
Ex Sentence: "Got a lot of **fags** here at NYU. Man, I fucking hate them."
As indicated by the example sentences, **fag** or **faggot** can be said directly at someone, typically intending harm, but it can be said *about* another individual, especially amongst "friends" who share in the concept of hatred of others on the basis of merely another's sexual preferences or identity. Interestingly, amongst some individuals who I have encountered who identified as homosexual, there was a desire expressed to use the word casually and comically, as a way to "take back" or "reclaim" the word amongst homosexuals (or those in the alternative-gender and alternative-sexuality communities). Again, similar to the aforementioned "reclaiming" of the words "cunt" and "nigger", I think that the word would be better off left unsaid at this present moment in communication using MCT-AESW. Remember, one can never truly know exactly how another might react, emotionally or otherwise, to the use of a word. That could make these next examples, though intended to be said aloud with humorous tones, extremely hurtful to others:

Ex Sentence: "We're **fags**, sucking dick is what we're good at!"
Sometimes, drag queen performers will use the word for the purpose of increased comedy, though from my experience, the use of **faggots** or **fags** has been decreasing during comedic performances:

Ex Sentence: "Come on you **faggots**, show me some love! This is my last show!"
Personally, since I have heard the word uttered with pain-intended hatred at a variety of individuals, I try to encourage others to avoid using the word, for comic entertainment or otherwise.

[] **Spick (Spic)** – (n) – This is an ethnic slur used in the United States for people from Latin American countries and regions. As far as I can remember, I have not heard this word in conversation. I only heard *of the word being said* in other conversations.

    Ex Sentence: "That damn spick doesn't work hard enough!"

I truly believe only some of the arguably most racist individuals would use this word. There are some individuals who do not even know of this word.

[] **Kike** – (n) – Yet another very racist based word, this word is an ethnic slur used for those of Jewish descent. I have not heard the word used in a sentence to describe another person directly or indirectly; I have only *heard of* the word, so I will not create an example sentence.

[] **Dick**, [] **Pussy** – (n) – These are technically two unique "bad words", but because their slang references all pertain to "private parts" of the body (children are taught that what is covered by the underwear are a child's "private parts" in MCT-AESW), I lumped them together. I wanted to draw out their similarities and differences in a side-by-side manner.

    [a] **Dick** – (n) – Slang term for the penis. Sometimes used in sexual conversation during and outside of sexual activity.

        Ex Sentence: "I'm gonna fuck you with my **dick**!"

        Ex Sentence: "Suck my **dick**!"

    [b] **Dick** – (n) – Slang term to cause insult, pain, or harm to another individual. It is usually used to convey when someone is unkind, disrespectful, dishonest, aggressive, and/or perceptibly unreasonable.

        Ex Sentence: "Dude, don't be a **dick**. Mark didn't understand the problem. Don't make him feel bad."

        Ex Sentence: "What a **dick**! That person cut me off in traffic! Now I'm going to be late!"

    [a] **Pussy** – (n) – Slang term for the vagina. Sometimes used in sexual conversation during or about sexual activity.

        Ex Sentence: "After that, I'm gonna fuck you right in the **pussy**."

        Ex Sentence: "Her **pussy** got so wet. It was the hottest thing."

    [b] **Pussy** – (n) – Slang term to insult someone, but unlike calling someone a dick, calling someone a **pussy** is meant to cause pain by shaming, embarrassing, and/or alleging cowardice. It fascinates me that the slang for male genitalia calls someone unkind, aggressive, disrespectful, etc., while the slang for female genitalia conveys insult via alleged cowardice.

        Ex Sentence: "What are you, a **pussy**? Get up there and beat him in the match!"

        Ex Sentence: "Don't be a **pussy**! Fight him!"

    The word "coward" could be substituted for "**pussy**" above. When the word is spoken, it is perceptibly intended to empower the speaker, while disempowering the listener, who might feel shame or pain due to the inability or non-desire to do a certain task. The use of the word can result in the listener feeling more obligated to participate in a fight, game, or other activity that they do not necessarily desire to be part of – perhaps to feel accepted or valued amongst peers.

[] **Asshole (Ass)** – (n) – At one point, the word "**ass**" referred to a donkey. Here are some examples of the use of the word as such in the bible:

    Ex Sentence: "The **ass** is an unclean animal, because it does not chew the cud."

    Ex Sentence: "**Asses** constituted a considerable portion of wealth in ancient times."

Since I have not seen this word used to relate to an animal in MCT-AESW, I have found that the word is now most often used to refer to somebody with the purpose of insult. A speaker will usually call a listener an "**ass**", or the more intense and significant term, an "**asshole**", when trying to say someone is unkind, disrespectful, disagreeably aggressive, and/or perceptibly unreasonable.

    Ex Sentence: "Don't be an **asshole**. Be nice to Cynthia. She just learned the material!"

    Ex Sentence: "Ugh, what an **ass**. Look at how he keeps saying unkind things to Mike!"

Today, the use of the word "**ass**" is also common when talking about an individual's buttocks. The word can be said to the listener about the listener's **ass**, or the word can be used amongst peers and friends when discussing the **ass** of another person.

    Ex Sentence: "Yeah, I mean look at it. She's got the nicest **ass** on the block!"

Ex Sentence: "Hey you, nice **ass**. You look like you've been doing squats (an exercise typically done at a gym) all day!"

The use of the word can also be referred to amongst peers as a slang term for "have sex" by saying "get some **ass**".

Ex Sentence: "After we have a few drinks, I am so gonna get some **ass** tonight!"

Due to the rise in the practice of anal sexual intercourse, the word is sometimes used during and outside of sex activity conversation.

Ex Sentence: "I'm going to fuck you in the **ass** so hard!"

Or when one wants to put their mouth on another's "**asshole**" for the purpose of sexual stimulation:

Ex Sentence: "I'm going to eat your **asshole** all night."

[] **Piss** – (n) – This word probably would not have made it to my list if I had not listened to George Carlin's sketch that I took excerpts from above. **Piss** is a more vulgar, off-color, naughty, rude, or lewd way to talk about urine. When kids are taught about urine, they are told to call it "pee" or "pee-pee".

Ex Sentence: "Look, I just did a pee-pee in the toilet!"

The word "**piss**", takes on a perceptibly very different feel. It is usually said with a negative tone, perhaps in anger.

Ex Sentence: "I hate this game. I'm gonna go take a **piss**. I'll be right back."

On occasion, the word can be used in attempted insult by degradation:

Ex Sentence: "I always disliked grandma. As soon as she dies, I will **piss** all over her grave." (This is a common phrase when used to detail extreme dislike of a person – "piss all over the grave").

There is the sexual practice of "piss play" where presumably consenting individuals will view their urine as a sexually exciting liquid, that can be drank, poured on, or otherwise used during sexual activity.

Ex Sentence: "When I get home from work, I'm gonna **piss** all over you!"

Since I am not an active participant in this type of sexual activity, I am not going to use any further examples to try to indicate what may or may not be done.

[] **Shit** – (n) – If I had to pick a preferred "bad word", this would probably be it. While this word is still one of the few words that cannot be said on "regular" television, I actually can have some understanding of this word's value as a "bad word". The word is a more intense slang reference for fecal matter, poop, or "crap" (which is arguably one of the lower-grade "bad words"). When someone is talking to or about someone they do not like or enjoy the company of, and may even have anger or hatred towards, an individual might say:

Ex Sentence: "Ugh, he is such a piece of **shit**."

If one person wants to express a greater dislike while using the word, "**shit**", they might say:

Ex Sentence: "You will never learn! Eat **shit**!"

Combination words with the word, "**shit**" are also common:

Ex Sentence: "You are a fucking **shithead**!"

Ex Sentence: "That's **horseshit**!"

When someone wants to express denial, disbelief, or surprise, they might talk about the metaphorical **shit** of a bull:

Ex Sentence: "I don't believe it! No way! That's **bullshit**!"

Ex Sentence: "**Bullshit**! That's not right. Your information is incorrect."

Though, the use of the word "**shit**" is more commonly used to express surprise when used in conjunction with the word "holy", which usually has religious undertones of blessing – which usually has no pertinence to religion when used next to the word "**shit**".

Ex Sentence: "Holy **shit**! That's incredible!"

Ex Sentence: "I didn't know that! Holy **shit**!"

The word can often be used on it's own, especially when someone realizes they forgot something:

Ex Sentence: "**Shit**! I left my keys at home!"

Ex Sentence: "Ugh, **shit**. Now we gotta go back."

Those are the 13 words on my list of perceptibly "bad words", at least according to MCT-AESW. Here are some rapid-fire other words that are sometimes considered "bad words", but vary depending on their use.

[] **Douchebag** – (n) – This references a bottle used to clean the vagina or rectum, but is now used as an insult when a speaker talks to a listener.

Ex Sentence: "Hey **douchebag**, shut the fuck up!"

[] **Twat** – (n) – This is a slang word for the vagina, though it is relatively uncommonly used. It has been years since I have heard the word uttered in any kind of conversation. It is rarely spoken of in movies or in other media sources. Pussy and cunt are heard more often, even though they are perceptibly more intense than "**twat**".
Ex Sentence: "Don't be a **twat**, just give me the damn package!"

[] **Fart** – (n) – This is a word used to describe the gas (air) that escapes out of a person's "**asshole**" (to make use of another "bad word"!) due to the inability to adequately break down food or other material that was consumed via the mouth.
Ex Sentence: "You have smelly **farts**! What did you eat yesterday?"
Sometimes the word "gas" is used, and it is not considered a "bad word" amongst most people:
Ex Sentence: "Ugh, sorry, I have bad gas today. Last night's dinner did not treat me well!"

[] **Turd** – (n) – This is slang for a fecal matter, though the use of this word has seemingly decreased over recent years, or perhaps just as I grew older. I heard it mentioned occasionally when I was in school (ages 7-18), but very rarely afterwards. The word, "shit", is far more common and arguably conveys greater emotion for the situation.
Ex Sentence: "Oh look, a little rabbit **turd**. Funny little ball shapes they are."
Ex Sentence: "Go eat a **turd**. Stop being so annoying."

[] **Damn (Dammit)** – (n) – This word can vary in intensity depending on the situation and individuals who hear it. The use of the word is most offensive amongst Christians (from my understanding), when said like this:
Ex Sentence: "God **dammit**! I can't believe I forgot my keys again."
The word is usually said in expression of anger or distress.
Ex Sentence: "Ugh **damn**, I forgot to study for my test tomorrow!"
"**Damn**" is often perceived as a less intense version of "shit" when it is used in an exclamatory manner, though the word "**damn**" has no reference to fecal matter:
Ex Sentence: "**Damn**! We are going to be late!"
There is a DoubleSpeak term here, where "**damn**" is the bad word, but "dam" (without the "n") refers to the structure that is built in rivers by beavers, who are sufficiently equipped to move logs, branches, and other bits of wood in the water in order to construct a dam.
[PICTURE OF DAM]
Dams can also be built by humans, such as the Hoover Dam.

[] **Hell** – (n) – This word could be arguably higher on the list, depending on how religious someone is. Hell, according to the Roman Catholic religion, is the place where individuals go when they die, that is alleged to be full of fire, torture, suffering, and pain for all eternity, if the individual did not practice "good works" during their life. That is why, if someone tells a Catholic to...
Ex Sentence: "Go to **hell**!"
They might take it as the most aggressive thing that someone can say. Others might look at this is a more respectful and kind way to tell someone to "fuck off". To dissuade children from using this "bad word", when I was a child, we would call it: "H – E – double hockey sticks", as a way to draw the word "**hell**" with a combination of letters and symbols (hockey sticks can look like the letter "L").
There are several expressions that use the word, "**hell**", in order to convey different meanings.
Ex Sentence: "That took me to **hell** and back!" (This conveys how difficult a task might have been)
Ex Sentence: "It would be **hell** to try to go to the store with that storm outside!" (Again, conveying difficulty)

[] **Crap** – (n) – I can recall when I was a very small child, that this was the first "bad word" I had learned, probably because it is rather tame for a "bad word". They do not even censor it on television. It can be used as a slang word to refer to fecal matter, or to refer to unwanted objects.
Ex Sentence: "After dinner last night, I needed to take a **crap**!"
Ex Sentence: "Look at all this **crap**. Someone is going to have to clean it up!"

Please note, there are a multitude of other words that were not listed that can be used as "bad words". Also, arguably, almost any word can be used with a tone of aggression that can cause the word to sound like a "bad word". My hope is that after reviewing the list that I have created above, the reader will have a better understanding of when, where, how, and why some of these words are used in MCT-AESW.

GESTURES THAT ARE CONSIDERED THE EQUIVALENT OF "BAD WORDS" – In addition to several words that were taught to us as "bad words" in MCT-AESW, there are some hand and face gestures that are considered "bad" that we are instructed not to do.

[A] **The Middle Finger** – We are taught not to point with the middle finger, nor to "flip someone off". This gesture looks like this
        [FLIPPING SOMEONE OFF].
This gesture is equated to the phrase "go to hell" or "fuck off" in MCT-AESW.

There are a myriad of other gestures that are considered to be the equivalent to "bad words", so they are not to be used, such as the fingers flicked from under the chin.

        [FINGER CHIN FLICK PICTURE].

THE CONCEPT OF CENSORSHIP OF "BAD WORDS" – Based on my observations of the behavior of others, I do not think many contemplate the possible ramifications of censorship of certain words in certain places (television, paper media, movies, newscasters). By censoring something or hiding it while still in the space of awareness of others, whatever that thing is becomes a prioritized temptation.

ShameSpk   Should. Supposed. "Know better". Insulting. "I heard that's supposed to".

What does it mean to speak with shame? What is shame? How does one speak with shame?
        [SHAME DEFINED]

-Try – to do a thing you might not want to do. WEIRD, conformity shaming. Apologies
                -ConFORM to NORMal.
                -Hiding or denying, accepting the wrong. Cheating on partners. In fidelity. Dishonesty
                -By shaming and suppressing sexual knowledge and suppressing sexual liberties, individuals
                        -develop dishonest intentions and aggressive/problematic behavior
                -To **Apologize**, is to say "What was done was entirely my fault. I take responsibility for the
        action, and the consequence."
                -To **Forgive** someone is to say, "Thank you for admitting your GUILT, taking responsibility for
        your actions, and
                -Shame, blame, fault-find, complain. GUILT
                -Doing something "Accidentally" versus "on purpose"
                -Better is clearly undefined. – Heavier, faster, easier, it's a general word to make one feel bad.
                -Mocking accents as "Lower intellect"

TyrAuth   Tyrannical Authoritarian Tense (TAT) – (Enslavement Tense) – False Ethical Superiority Tone (FEST)
[THREE STEPPED]

Some who skipped directly to this section might be wondering – what do you mean, "**Tyrannical Authoritarian Tense (TAT)**?" I did make this intentionally eye-catching, because I find this topic extremely important. **Tyrannical** can be defined as, "exercising power in a cruel or arbitrary way; controlling and oppressive." **Authoritarian** can be defined as, "favoring or enforcing strict obedience to authority at the G of personal freedom." **Tense** can be defined as, "a set of forms taken by a verb to indicate the time of the action in relation to the time of the utterance. i.e. 'the past tense'." [all definitions taken from Oxford Languages].

In addition to the TAT, I had theorized other names that this could be called. In systems of politics, those who are referred to as tyrants can be argued to have exacted various types of practices that could be considered forms of enslavement, and so I gave the name, the **Enslavement Tense**. The last name that I gave this style of communication is the **False Ethical Superiority Tone (FEST)**. I found the acronym, FEST, to be interesting, as usually a festival, which could be shortened to "fest" is a time when individuals gather together in a liberated care-free environment with the objective of enjoying themselves. Here, FEST is representative of individuals giving each other orders in order to accomplish tasks that the speaker may not want to accomplish themselves. When one individual gives another a command, it is sometimes subconsciously implied that the speaker knows "what might be best" for the listener, hence the "false ethical superiority" that came with the last name of this style of communication.

STEP 1 – IDENTIFY EXAMPLES:
USING THE TYRANNICAL AUTHORITARIAN TENSE (TAT) – The naming of this chapter was meant to describe the fact that in Modern Conventionally Taught American-English-Speak-Write (MCT-AESW), it is *commonplace* to give *orders* or *commands* in casual conversation. I used perceptibly "extreme" or "intense" words to try to convey how problematic it can be.

> **Example**: Give me the book.
> **Example**: Go over there and get away from me!
> **Example**: Answer the question! Stop delaying. Hurry up!

Personally, just reflecting on the way these words are organized in the above given examples, I am filled with a slight sense of anxiety. Seeing orders or commands being given, especially when written out clearly, even when they are not even directed at me, always gives me pause and brings out an edge in my emotions. Why is it that this is so common and acceptable in MCT-AESW?

We are taught to soften this type of communication by saying "Please", as if this somehow makes giving someone an order more acceptable.

> **Example**: Give me the book, Please.
> **Example**: Please go over there and get away from me!
> **Example**: Answer the question! Stop delaying. Hurry up! Please!

Simply adding the word please can perceptibly soften the tone of command, however, it does not truly change the "tense" (as I argue it could be called). Children are taught growing up that saying "please" is proper manners. It is polite to say "please", and rude not to. Since it has been instructed to children for multiple generations now, it has become ingrained in the culture of those who use MCT-AESW.

THE MANY WAYS TO TELL SOMEONE ELSE WHAT TO DO IN MCT-AESW – It was mentioned in the introduction of the book that in Yogic terminology, there are sixteen words for the word mind, and in Inuit terminology, they have twelve words to describe different types of snow. I drew attention to the fact that there are **sixteen** ways to tell someone what to do in American English. Before going further, let us take a look at what these words and terms are and how they are used. I split them into several categories so that it can be understood

> *I order you to…

*I need you to…
*I require you to…
*I command you to…
*I demand you to…

*It is necessary that you…
*It is mandated that you…

*You must…
*You have to…
*You need to…

*I (did/will) force you to…
*[uncommon] I (did/will) enforce you to…
*[uncommon] I (did/will) coerce you to…
*I (did/will) threaten you to…
*I made (or will make, in future tense) you to…

*I (did/will) tempt you to…

Other ways of "out-sourcing" or scapegoating

STEP 2 – DISCUSSING PROBLEMS:
Personally, when I am told to do something, sometimes I have an internal "rebellious" (as we might call it in our culture, though here meaning simply just a "desire to do the opposite") side that never went away from the time I was a teenager.

-How its used – Giving ORDERS, CO-MAN. The ONLY response should be a Q – did you just…?
-The Negative Command
-Or else!?! Or else what
-People who programmed Computers give commands: "Sign in" "Press Enter"
-Online ORDERS

[*Here

ProWorPro   Progression of Word Power along Perceptibly Similar Words

-Want, Desire
*Nice… Kind… Genial… Amiable.
-Ways the rain is falling: Sprinkle, Drizzle, Shower,
-Snow: Flurry, Shower, Squall, Fluffy Snow, Wet Snow, Blizzard
***** The great dupe of dating.
***** the value realization

When they teach people English in other countries, and people in other countries who are presumably speaking different languages are likely more honest with their word choice to match their meaning and intentnion. Therefore, when coming to America, especially after **having consumed American media (movies, news, social apps, direct/indirect tourism) they might sense-think-perceive the words that we are using are either blatantly honest, or perhaps evidently dishonest.** I am finding it difficult to determine a method of word organization to best translate how "alien" we are to some people in other cultures. Why do you think we call

Interesting how non-conservative people who identify as Conservative might be.

J'ai besoin d'aider = dede

SloSayCon   Slogans, Sayings, and Conventionally Common Acceptable Perceptibly Often-Unquestioned Phrases.
[*slo-mark*]
-Bizarrely Sloganified Accepted English
-"They grew up!"
-Book buy it's cover!"
-I'd give my Left NUT."
- "I think, therefore I am is said to be said by some famous person, but to equate one of the arguably useful "powers"
        (the ability and functionality of thinking) with the state of being – with identity – who those who experience
        CCC-AESW
-FUCK WHAT WAS IT!??!?!?!?
- "I didn't mean to wake you"
        The Gift – Dutch Person.
-These are all "Turn of phrase" Dumbledore's ability to TURN A PHRASE
- "Well, you know what they say, right?"
- "After all…"
- "A picture is worth 1000 words"
- "Home is where the Heart is" – No, it's where the shame, blame, secrets, and hatred stay.
        *Commercial with "Who gets you for you"
- "Shot in the dark"
- "Add insult to injury" – there's a pattern of these negatively rippling slogns/statements.
- "He's a fast talker"
- "History repeats itself"
- "It's coming together" – "It's falling apart"
- "I'm going out of my mind!"
- "Sticks and stones may break my bones but words will never hurt me"
- "Forgive and Forget!" – That's fucking shitty advice.
- "Out of sight, out of mind." – **Most problematic!**
- "You know what they say!"
- "Monkey see, Monkey do!"
- "The only difference is…" – when it is usually not the ONLY difference
        -The 100th monkey.
- "God bless you!"
- "Add insult to injury"
- "leaving me hanging"
- "Excuse me!"
- "You never know…"
- "Standing up to people"
- "The pot calling the kettle black"
- "I'm so proud of you!" – is one of the best things one can hear – at least for me – it's the opposite of disappointment,
        however, pride is one of the "seven deadly sins!" – how about – I'm so happy for you.
- "It is what it is" – "We say 'it is what it is', when the 'it is' probably *is not*!" [Good example of italics]
        *Plays off deceptive pavlovian conditioning to embrace "privacy" – the way things are.
- "Well if I were you…" Missing the part of: Given my life!
- "Now you're in control!"
- "It is not the cough the carries you off, it is the coffin they carry you off in!"
- "Thank God!"
- "Pulling the strings"
- "Forget it!"

- "I hate to say it!"
- "Acting up!"
        "Acting out!"
- "The answer escapes me!"
- "Turn on a dime"
- "The future starts now" -Xfinity
- "Kids will be kids!"
        "Boys will be boys!"
- "Oh, what I'd give for…"
- "In order to…"
- "I think I can" – The little engine that could.
- "Shame on me? Shame on you!"
- "I guarantee it!" – "I want to sound like I know what I'm talking about, and I don't think you'll ever find out otherwise"
- "This is the worst thing ever!"
- "How very PASSIVE AGGRESSIVE of you" – Devaluation.
- "I wouldn't miss this for the world!"
- "It's raining cats and dogs!"
- "I'm on pins and needles"
- "That's unbelievable!"
- "He's having a bird out there"
- "He stole the show!"
- "How can we buy more time?"
- "The enemy of my enemy is my friend."
- "You can't know the good without the bad."
- "You're only as old as you feel."
- "Waste not, want not."
- "Stuffed to the gills"
- "Orange ya glad I didn't say banana"
- "She's been doing that like crazy!"
- "A rolling stone gathers no moss"
- "This is just food for thought"
- "The early bird gets the worm"
- "Bottom of the barrel!"
- "What's WRONG with you!?" -short-sighted, it's what's HAPPENED to you.
- "Easy on the eyes"
- "Driving me nuts/crazy!"
- "I'm dying to see it!"
- "Breath of fresh air!"
- "Mind your P's and Q's"
- "Put him out to pasture"
- "It's a need-to-know plan"
- "He got away with it after he got over on him"
- "In fact…" – Usually not used for factual information
- "You better!"
- "I just cannot wrap my head around it!"
- "Out of control!"
- "Things of that nature!"
- "Regular old"
- "Out of this world!"
- "You can't get something for nothing!"
- "The Devil made me do it!"
- "I pray that it happens!"
- "What? You gonna run away and join the circus!?"

- "Oh, you don't have to!"
- "Allow me to be completely and totally honest with you here."
- "Change we can believe in!"
- "Make America Great Again!"
- "This Really Separates the Men from the Boys"

JudgeSpk   **Judgmental Relative-Perspective Speak**

         -Good, Better, Best (By what measure)

         -Limiting Words: "He is Fat"

         -Insult

         -Exaggeration

         -Immitation

         -Using positive words to make division sound good "Like an 'italian mother's kitchen'

When using English, using non-definitive, pain/harm-intended, open-for-interpretation words like "*bitch*" in the case of "She is such a bitch!"

Media   **English in Music, Movies, News, and other Media. Purell? My loneliness is killing me.**

     When I'm not with you, I lose my mind. Give me a sign. Hit me baby one more time.

         -Newscaster voice and body language – enforcing subconscious AGREEMENT

     Skyrizi - Control is Everything, but also, "Everything is nothing"

- Fox News, sometime late January, 2023, in the evening. "Just get off the streets and become self-sufficient"

-Advertizing - "Hey, it's me - your dry skin" No, it's not. Cerave.

SubConsum   **The Consumption of Mood/Emotional/Neurologically Altering Substances (Drugs)**

THE CONCEPT OF BEING "UNDER" THE INFLUENCE – I intentionally put "under" in quotes in this segment header because I wanted to draw attention to the fact that this is one form of nomenclature (the process of naming something) for describing someone who had consumed drugs and is experiencing perceptibly altered psychological and/or physiological effects as a believed result. In fact, so common is it to say that someone is "under the influence", that there was even a campaign to attempt to slow the continued spread of drug use by going "above the influence". This is likely meant to play on the minds of people with sophisticated word placement. Here is how I think of it…

Realistically, no one wants to be "under" something, but everyone wants to be "above". If you're under control, under hypnosis, under the influence, or under a bridge, you might be in trouble. But if you're "above" others, whether above in a literal sense of placement, above the influence. Generally speaking, unless there has been some intense abuse of the mind, the human being always wants to be on the winning "side". In other words, it can be said to "come out on top". If you "come out on the bottom", you have lost.

STEP 1 – IDENTIFY EXAMPLES:

Drug Lingo:

     Names for Drugs (Slang Names):

     Words used to describe altered states of mood-mind-body with various drugs (Alphabetical):

         [] **High** – This is the most common word I have observed people to have used when trying to say they are with the influence of the psychoactive plant, Cannabis Sativa, containing delta-9-Tetrahyrdocannabinol (*d*9-THC, or just THC) and other cannabinoids (CBD, CBG, terpenes), typically combusted for smoke generation and subsequent inhalation. There are others

                 [CANNA SATA PICS]

[] **Tweaking** – The use of this word has been more commonly experienced when seeing a person describe another individual who is a person that consumes Methamphetamine. This word is usually used to convey relatively higher-level use, or more obvious/evident effects (side effects) of the use of the drug.

[] **Wasted** – The DoubleSpeak of this word is clever and prudent. I asked a friend of mine who was born in Vietnam what he thought of Americans, and one of the first words he used was "wasteful". The way it was said, I interpretted this as him saying that we have many perceived extravagancies and pleasures, however, we are very wasteful with the materials we consume. We dispose of things in garbage cans and bins without the thing being fully consumed. We give no thought to the impact on a widespread scale of what we are doing, whether what we do is causing pollution that we cannot see, or whether anyone else is affected by what we are doing in some way harmfully. To describe a person as "**wasted**" is usually to say they are relatively heavily intoxicated on alcohol. When someone is "**wasted**", usually they are slurring speech or they are making choices that might cause them or others harm. They may also be falling asleep in uncommon and uncomfortable places, or even vomiting from excessive consumption of alcohol (as it does poison the body at a high enough dose). Someone could be considered a "waste" if they are consuming this much alcohol, since they are not providing for society or themselves (usually) when in this state.

The screen is the technological CONFESSIONAL of the modern Entertainment religion. It knows everything about you, and customized your experience as such

-While others who may have tried to write a book similar to this with similar intentions to the ones I have might not have

-Originally I had the topic of drugs grouped into a section about pharmaceuticals and the general medical industry. Before my newfound fascination with studying, analyzing and proposing alterations for CCC-AESW, I was a drug enthsiast. I still am, however, that is not where I want my focus to be right now.

-In America, consumption of mood-mind altering subtances, especially for the intention of altering the mood-mind, is a problem, that seems to be growing ivomitingn severity.

-I

Enslave*   **Methods of English Integration to Enforce/Control/Manipulate. Evidenced Interspecies Slavery. Use of** the word, work to make it "undesirable". But what is play?

WHY WOULD ONE DO THIS TO ANOTHER PERSON? – In the following section, I will be listing a few examples of the problematic

Just look at what was done with this idea of "horoscopes". It is likely one of the largest experiments of its kind – placebo. I saw this on a social media posting today (17 March 2023 @ ~10:00):

Would do anything for
ARIES   The plot
TAURUS   A life of luxury
GEMINI   Attention
CANCER   Affection
LEO   Approval
VIRGO   Some gossip to eavesdrop on
LIBRA   A text back
SCORPIO   Revenge
SAG   A laugh
CAP   A check
ACQUARIUS   Some peace and quiet
PISCES   An extra hour of sleep

Now, why does this exist? Why do people post this kind of stuff? Is there any legitimacy to this? Do people actually believe in this? These are just a few of the questions I ask when I observe something like this, on the television news, in the newspaper, or on a cell phone screen. Let me try to answer a few of them and encourage further inquisition based on what I think I might know.

-Using dishonesty and unavoidable temptation to FORCE an action.
-The GREAT GAME – What Lie can we get the Most people to Believe? Exo-Group. (Inno-Group)
-The EMPIRE state, I mean, come on.
-Better Businesses, Bade By Bankers, Built Bigger Banks By Benslavement.
-ADVERTEYEZING
-Foreigners, Invaders, Enemies – but what they really are is people.
-To enslave is to rule, usually by creating necessity on the providing party
-To cause dependence on the provider. Money. Entertainment. "We know what's better"

Some Proposed Alternatives or Solutions to some of the Above Presented Problems

IT is IMPERATIVE to LOCK the MEANING (and if POSSIBLE, the intention) of SENTENCES down TIGHTLY/SECURELY/HONESTLY (Minimizing loop-hole) – most importantly, so that they can be UNDERSTOOD by as many who READ it, as closely as it was presented.

Glossary/Dictionary of Double(Multi)Speak Words and their Definitions (Some Examples Included)

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* In the examples that follow, each DoubleSpeak or MultiSpeak word will be bolded and then defined with each definition that I am aware the word has in Common-English-Speak. While I defined "DoubleSpeak" in an earlier chapters of this book in a lot more detail, if I could condense the definition I would define it as a word or collection of words that are usually spelled the same (though sometimes can be spelled differently) and are pronounced the same (or have nearly imperceptible differences in pronunciation when commonly spoken), but have multiple definitions. There are alterations to this, such as two words spelled the same but verbally pronounced differently (such as "minute" to indicate a unit of 60 seconds, and "minute" to indicate an (often intentionally) small amount of something, and vice versa, where two words are spelled differently but verbally pronounced the same, (such as "I" and "eye")

While pondering to myself about language and its ability to be so deceptive, the phrase "**double entendre**" came back to me. This is when a word or phrase has multiple meanings or interpretations. The speaker can either intentionally form this "double entendre" which is one of the ways to describe DoubleSpeak words

Following that, example sentence(s) will be formed that will attempt to use each of the examples of Double/MultiSpeak. After that, some comments might follow regarding how traditional this use might be, or otherwise.

Since this will be attempted to be explained in alphabetical order, if there are two words, such as "I" and "eye" which are pronounced the same but spelled differently, whichever word that would usually come first when listed alphabetically (eye), will be where to find the word in this Glossary/Dictionary.

Colorize the hidden vocab. Red is hazard. Violet is hidden!

EXAMPLE with the word SHOT
DOUBLESPEAK to be described:

So, as I was thinking to myself just now, about how the word "make" has three – what I would personally consider to be quite common – uses. What makes this problematic is that these uses vary GREATLY in meaning. Therefore, I have decided to, whenever I think of such a phenomenally impactful example of this, to add it in a sort of *prioritized* order. Seriously, why would I list words alphabetically when I believe they would function as the tools they are intended to be if they were listed by some type/form of priority, perhaps out of frequency of use? Or maybe you should have wrote the whole fucking dictionary out the first time.

Since this epiphany with the base word "make" was so profound, we'll make it priority number one – until further notice. Someone once asked if I had my own glossary with the book I wrote. And indeed, I started to with that one, because truly, how could someone really know what your words were defined as unless they were defined by that author, since there are so many possible definitions for some of the words? – Unless they clarify in a way that somehow defines it. Even when individuals were able to speak in-person, it may not be sufficient, as body language can vary from one individual to another, depending on their past life experiences which leads to their core values and intentions.

[*DS*] ← DoubleSpeak Dictionary Marker

(#1) – **Make** (**Made**)
      (#1a) – **Make** – (v) – to create something. To build. To formulate. To put-together. Includes "combining".
          Ex. Sentence: I am going to **make** a cake (An example of *DisFutSpk – check the chapter).
      (#1b) – **Make** – (v) – to cause something (to happen), as in to cause with effect.
          Ex. Sentence: I **made** the events of his birthday go accordingly. That **makes** me feel joy.

      (#1c) – **Make** – (v) – to force-enforce something to happen. Here, I used the word combination "force-enforce" to try to indicate just how
          Ex. Sentence: I will **make** you do what I tell you to do!
These are three *very* different definitions for the exact same word. What makes them so different? The first definition, "to create", being one of the very central human powers that we have here on this planet – creation. We are a creative species, helping each other manifest into existence various aspects of life which can provide us assistance. The second definition, "to cause an effect of", discusses one of the rules of this universe, that it is an action-reaction-based system. The third is colorized in red to draw attention to how this later definition feels as if it were added after the other two. To "**make**" somebody do something for somebody else, is to force them to do it. This can be threatening, malicious, or harm-intended. Rarely is someone **making** somebody do something joyfully.
      Mixed Example: I **made** him **make** me a cake to **make** Charles happy.

(#) – **Forest** and **Forced** (Incl. **Force**)
Did you know that "forced" and "forest" sound identical in common MCT-AESW, particularly and especially when the language is spoken quickly?
      (#2) – **Force** – (v) – To command someone or something to happen, usually by threat.
      (#2) – **Force** – (n) – Unseen (though sometimes observable) strength or energy that
      pushes or acts upon something. Can be a force of people (i.e. military) or force of object (i.e. frictional force)

(#) – **Press**, including **pressure**, **impress**, **depress**, **repress**, **impression**, **depression** and **repression**.
I wanted to include this root word, **press**, rather high on the list, as the prefixes and suffixes that can be added to it can drastically alter the meaning, compared with other words, such as ***, where the general meaning of the word is preserved, even with certain prefixes and suffixes ***
      (#) – Press – (v)

(#) – **Together** ("**to get her**")
I almost wonder if they included the word, "**together**" in the early grammar school learning curriculums, as a way to mock, insult, and/or hurt the early learning children – and the parental figures attempting to maintain authority over their life. Why do I say this? When I was a child, perhaps around the age of six or seven, when learning how to spell "vocabulary" words (which were words we would be told each week that we would have to learn how to spell correctly on a test), one of the ways we were taught how to remember "**together**" is by remembering it is a combination of three

words: "to", "get", and "her", but interestingly this combination of words does not sound the same as the larger word they combined to be if you say them *together* (HA! This is my attempt at a little joke). At the grade schools that I attended, the concept of DoubleSpeak was not really discusses overtly (openly, obviously), in fact, hardly any attention was drawn to it at all.

(#) – Shot
I found this word prudent to include relatively early in the list of DoubleSpeak words, as this one has about seven definitions, depending on MCT-AESW experience.

> **(#a) – Shot** – (n) – A shoot of a basketball into a basketball hoop.
> > Ex. Sentence: When the clock was running out, he made a 3-point jump **shot** at the last second!
> **(#b) – Shot** – (n – *slang* [*common*]) – A chance at something.
> > Ex. Sentence: Give it a **shot**! What is the worst that could happen if you attempt your goals?
> **(#c) – Shot** – (v) – To fire a firearm at someone.
> > Ex. Sentence: He **shot** him with a shotgun!
> **(#) – Shot** – (n [*uncommon*]) – Receiving fire from a firearm.
> > Ex. Sentence: Before I knew it, he stood in front of the bullet and took a **shot** for me!
> **(#) – Shot** – (n) – Taking a scene from a movie with a video camera recording (could also be a still camera).
> > Ex. Sentence: In the next **shot**, Barry will not be in the scene, but Michael will be. Action!
> **(#) – Shot** – (n) – One standard size drink of "hard alcohol", usually 1.5 oz. of 40% ABV/80 proof – vodka, gin, tequila, rum, or whisky (whiskey), rarely do people do **shots** of other types of alcohol
> > Ex. Sentence: For his birthday, Steven took six **shots** of vodka before he went to the bar!
> **(#) – Shot** – (n) – A measurement for an espresso drink.
> > Ex. Sentence: After dinner, I usually have a double **shot** of espresso. My husband has a single **shot**.
> **(#) – Shot** – (n – *slang* [*common*]) – An intravenous administration of (typically) recreational drugs.
> > Ex. Sentence: I injected myself with a **shot** of Methamphetamine.
> **(#) – Shot** – (v) – To administer an intravenous injection of drugs. Typically said as "I shot up"
> > Ex. Sentence: After I filled the syringe with Heroin, I **shot** up.

The range of uses for this word can make the spoken use of this word confusing. Are we talking about camera angled **shots**? Or **shots** of vodka? What about **shots** of drugs? Maybe we are playing basketball, taking free-throw **shots**? In that song when they say, take a **shot**, are they talking about taking a chance, a **shot** of alcohol, or an intravenous **drug** shot?

(#) – Movie, Moovey, Moo-Vee
If something is fun, it is unwise to describe it as "funny".
If something runs, it cannot be "runny".
However, if something is chalk, it can be chalky.
And if something is aches it can be achy.
If something moves, it can be said to be movey.

Slay and Slave

The legend Says… legends are legend. (way to organize data?

SW**Don't let the wrapper fool you friend"
**"One thing at a time"
**The greatest teacher, failure is.
**Arms dealer, made his bank selling to the bad guys…; and the good.

*** "Someone put on the internet for me to see that _____". If they didn't want you to see it, you wouldn't be able to see it – so really, you only see within the range that they want you to see.

An OUNCE of PREVENTION is worth a POUND of CURE ⬚ and the opposite might be true as well. CAUTION

The power of "you know who" – three ways.

***that which is not able to be seen – the mega macro or the ultra micro – are the easiest to widespread (accepted by the majority) accepted non-truths.

The alleged existence of something that is said to exist, but we do not have the ability to directly (or usually indirectly) observe, has a description created by individuals who do not believe that the mass populace is deserving of and/or ready for the truth (which they themselves sometimes do not know).

18003332210

The perps can be bad or the purps can be good.

What will the future if you chair be?

He will be writing sentences during his sentence.
          Note:

Did you figure out the figures?

Do you mean *people* computers or *computer* computers.800

Have some words BUMP to the top.

The decent descent descends.

Did you give me cheek when you turned your cheek?

Did you Contract for the Contraction in Contract with a Contract?

Always check all ways.

While you might be hanging on my word, you might be hanging by my word.

It's a maybe that I may be there.

If you have pre-sense in my presence, he presents the presents.

Who put the heroin in heroine?

While to disappoint someone is to fail to meet their hopes, it makes me think of unappointing someone.

Do you pay to pay attention?

Don't herd her or hurt her!

This is my first mate.

The nose knows best.

Do you think they made a contract for the contractions?

That's a tea quality. That's it equality.

I have to go to court to pay court fees before I can court my girlfriend.

They cast spells by spelling words cast in English.

If one "Breaks it down" they can be dancing enthusiastically, or trying to explain a problem.

I have a stock of stockpiled stocks and stockings.

Pleas be leave!

One cannot wash the brain to be brainwashed.

The wrap is wound around the wound that got you wound up.

After I put on the eye's cream, I scream for ice-cream!

Your privates are not private on this private property.

While a period usually marks the end of a sentence, it can mark the start of a female's hormonal mood changes.

At one we atone.

We met online to do lines lined up on line.

That bitch bitched about our bitchin time to her bitches.

The miner mined the mines for the mine that was mine.

I'm sure he said sure at the shore.

Funny word, "Internet" – why would anyone want to be inter a net?
Which one won the one-on-one?

Will the bear bare the beer before.

Why do we pass over to celebrate Jesus passing on. Then we pass around bread to pass into our mouths. The bread moves past our teeth or is it passed our teeth?

Why would wood sound the same but be spelled so differently?

For each person, per son, put the purse on.

When you say brothers and sisters, what do you mean?

Do you see that I see it?

When one is drunk, they can be buzzed, toasty, drunk, high, intodicated, faded, wasted, sloshed, hammered, and intoxicated.

Why is it a good idea to take advantage of a good deal, but morally reprehensible to take advantage of a person?

I saw him saw the seesaw.

The pane in the window cannot be in pain.

Did the ice cool at high school?

Real Eyes Realize Real Lies. I HEARD THIS ONE A LONG TIME AGO.

The store has stored storage in store.

SECRET WORDS: **MAGICK, gEORGE bUSH, LIGHTS, SHULGiN.**

Since I'm easy on the eyes, do you get a hard on?

She knew the new news.

While we watch the roast, let us roast the roast.

We already have words for imaginary number, rational number, irrational number

Hit the brakes on my break! Usually a clock breaks, but what if a straight guy breaks?

Will you spoon me while I spoon-feed the baby with a spoon?

Let us call it Son Day, this Sunday, on a sunny day, when we eat sundaes.

That fine is not fine.

He felt the felt and felt feelings.

How can a prophet profit?

On the site, I will cite sources within sight.

We're cool cuz we look cool in the cool air.

Not all men who are supposed to be the gentlemen of mankind are gentle and kind.

The computer computes on the computer.

Herding cheap is not hurting sheep.

Savings bonds are bound to bond the family.

They worship on the war ship.

What's black and white and **red/read** all over.

In my study, I studiously study the study.

I see the sea.

You could swear and say a "bad word" or you could swear and make a promise.
You could curse and say a "bad word" or you could make a curse and do dark magic.

The spies spy for spice.

It can be enhanced in hands.

I could bind your hands. Bound by contract to finish. You are bound to me. Objects can also be bound or bonded together.

The wise ask the why's.

She's pretty pretty.

Do you object to the object's abject objection?

At the Native American reserve, one does not reserve a table to drink reserve wine.

He discussed his disgust.

As he bid farewell, he bid me to bid on a horse.

One can knock out on one's own or in a boxing ring.

It's just a stick. It's just his dick.

Why did you act that way? You know, you played a part in this.

Do you follow? Follow me. Follow along.

These elements are my element.

Get back at him with an atom.

Rods and Cones in the eyes might make one think of

The male mails chainmail.

We **order** an incomprehensible people around when we *place* an **order**.

With a ruler, a ruler rules with rules.

She didn't **put out** when I **put up** with her.

The human is the hue of man.

To be female is the fee of not male.

Let us go to get her together. THEY TAUGHT US THIS ONE IN SCHOOL.

He is thirsty for dick and water.

Bad – a word that could mean, "that which causes harm"

Serial killers see real killers as cereal killers.

A rat is a dirty city subway dweller, or one who rats out a friend or adversary.

For my ascent I sent the scent.

The tired one tires of tiring lifting tires.

Why is it a track or swim meet, but a football or soccer game?

What drug did you drug me with?

He wears glasses made of glass over glassy eyes.
Blow glass, smoke glass.

Why would you repress what you are repressing?

Hey Mickey, you should get rid of Minnie. She's fucking GOOFY!

Since I don't like forgetting, I keep a journal for getting the memories back.

They only hump on a camel's hump on hump day!

What's the magick word? Pleas!

If one is better off remembering, but a switch is better off when it is on, then one might be better on remembering.

It turns me on to get on a plane.

Cut it out! Cut the seen there has been a miss take.
One better get one's act together.

Nobody else = anybody else
Everybody else = everyone else
Everyone = every one.

Block out – to reduce, mitigate, temporarily ignore.

Giving a shit versus taking a shit.

Are the fault lines at fault for the faulty faculty's faulty faculties.

If it's below freezing, some might say it's freezing cold.

He uses a projector to project his projections about himself.

The screening process to screen out the screeners.

The outer space is not in outer space.

The trans trains train transistors.

Is this guy in the sky?

One smells the smelly smell.

The martians march around the marsh in March.

Bring the close clothes closer and close the door.

Well if it doesn't make cents, hopefully it can make dollars!

One manner of speaking is to talk about the use of manners.
        -Perceptibly "acceptable" behaviors.

Can a drum addict be dramatic?
DEFINITION of knowledge. Drama originally meant to act. In our emotional lives – there is NO SUCH THING as drama. By calling them a drama queen, you're shaming them for their feelings. . .

One does not see the nazi.

Lift this load while you take my load.

Grab the dab rig and the rigs so I can rig this oil rig together.

Watch out! Put your wash out for the wash out.

It's the **SAME DIFFERENCE**!

Get off your **high whores**.

Don't sock her in the face when you play football! Make sure you foot the ball in soccer.

Clean the table, floor, house, and your ass.

There's an allowance of rule to give kids allowance.

Cute – puppies, kitties, and babies – should not be used for expressing sexual interest.

Apropos... Will there be properly laid props on property?

Have you ever seen insects in sex?

Matt's matte black mat was matted down.

Sure, I might be at the sure.

How can one ever sync up with another if one sinks lower than the other, especially in the kitchen sink.

After the dogs have sex we sex the puppies.

Brother or sisters… which ones?

There is a race between races.

Is everything in order to place the order?

Are these imports important?

One who thinks they know knowledge might not know what is really known.

When I pause the movie I will look at her paws and it gives me pause.

Give it a rest and arrest him.

Get with the program and program the channel to channel your thoughts.
The high channeler channeled the thoughts to
Battle tactics can be invasive, but so can that species of wildebeast.

The flag was fucking in the wind while I was fucking my life

If we write down that If we turn right, are all the rights right?

Last night, we made love (here def: felt enhanced sexual freedom/passion)

The subject is subjected to being the subject of this sentence.

On the down-low, I low-key have the upper-hand.

Are the paparazzi gonna pop a Roxi? Or watch poppa rot see?

Can one ever truly FORGET? It means to eliminate from memory – but how? If you go for getting the ball? Could you forgo what you forget?

What time will the time be the time before?

Here in rural royal America.

Many see a therapist after the rapist.

Do you want to cop drugs from a cop?

They feel number about numbers.

The soul reason the soul of a human is not a sole on a shoe.

AYE AYE! That's a rib-eye I spy.

In the morning, we will be mourning for our loss.

Good, isn't it? What is? The day? The dinner? The dark side? The length of my dick? Slavery? Justice? The legal system? My family? A word with no clear definition. When can shit ever be good? If it's good shit!

Why is it **Plastic Surgery**?

Does the mind mind? Does matter matter?

The keyboard even has a **control** and a **command** key, depending on if it is a Windows or Apple/Linux machine!
I am in a weak daze on the weekdays from the sham pain of champagne.

He conned the troll to control the controls to control oneself to be in control.

Horny toad. Horny Matthew!

Plane plaine plane

He co-manned the command.

Why is it that we can **make** love, **make** cake, **make** fun of, **make** money, and **make** someone else suffer?

Don't forget that the Eye teeth don't have eyes.

The system of Capitalism helped him have enough capital to change the rules of Capitalization and enforce Capital punishment.

I see that eyes see the icy road.

How many degrees of freedom. And what is freedom really?

Those in the Corporation are not in Co-operation.

You POWER ON your electronic device top give it POWER using your POWERSdn

The cranes crane their necks to see the cranes.

At the mint, they mint money, while chewing mint gum.

For this stay on this day.

Why is a performance not done per form completed? Does it conform to the eyes? Is it a con? Does it just form?

The black ice tripped the black guys with the black eyes.

Tripping and Falling are two actions that typically occur by accident which can result in physical pain. They are made more desirable when one wants to "Trip on acid" or "Fall in love". Even in French, "Tomber en amour avec"

Safe at home!

Will the eye-cam be there if I can be there?

The Gruesome monster grew some more.

Guns and cocks are often used metaphorically, comparing penises to weapons, but they are two different objects. A gun takes life, and a cock creates it. But did you cock the gun before the cock crows?

Have you ever heard of a blue why? Or just a blue eye?

You're an animal! Animal sex. Animal

Stop monkey'in around.

Did you enjoy the stay on this day?

Why can you **get** on something? And also **get** chlamydia?

Hi! You like to get high up high on high with I.

After I bought a lemon, I ate a lemon.

Soccer sock her football.

Creep Cheat.

Gay happy meetings! Gay ⬚ Happy ⬚ Immoral happy ⬚ Popular among Homosex ⬚ Homosexual. Dehumanizes

Chemistry between us (attraction)

There's bound to be TALK tomorrow (baby it's cold outside)

To the pair, they appear, as a pear, might make a peer appear ***

If you are in an out take, it could be a miss take or a mistake, but if I take you out, it's a date.

Is it fair in height to look at the farenheit? But will sell see us in celcius?
**DUB

_____

_____

_____

[*Notes*] to be sorted

*You can't spell icicle without saying "I see icy!"

[*end*]